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ABSTRACT

This guide is designed to assist volunteer tutors participating in an adult literacy program. Discussed in the first chapter are the meaning of the term functional literacy, the way in which we get meaning from print, and word identification skills. The next two sections deal with the history of literacy education in industrialized countries and volunteer literacy efforts in the United States. Examined next are some of the reasons why adults cannot read and the attitudes of many nonreaders. The next several sections include some general do's and don'ts for tutors as well as specific techniques for teaching vocabulary, spelling, writing, and reading comprehension. Guidelines are also set forth for setting up a neighborhood reading center, using computer-assisted tutoring techniques, and helping students visit and use a library. A chapter on dyslexia concludes the guide. Appendixes to the handbook contain an informal reading inventory, a reading placement test, job descriptions for a reading center coordinator and a volunteer reading aide, sample instructional materials, a list of study techniques, and a selected bibliography. (MN)

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HANDBOOK for VOLUNTEER READING AIDES

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PREFACE

Since 1969, Lutheran Church Women, an auxiliary of The Lutheran Church in America, has helped concerned groups and individuals throughout North America to organize and maintain community-sponsored, adult literacy programs. This handbook has been written especially for persons trained under the auspices of LCW (Lutheran Church Women). However, we invite anyone who wants to teach basic reading and writing skills to make as much use of this handbook as you can.

The handbook contains background information, think pieces and practical, how-to suggestions for teaching. It is in loose leaf form so that you can add to it or re-arrange it in whatever ways will be most helpful to you and your students. It draws together some of the best tried and true ideas and some of the new information from the field. We hope that everyone--experienced teacher and first-time tutor alike--will find some new ideas and practical suggestions herein.

We are grateful to dozens of persons and programs for helping us with the handbook. Please carefully study the Acknowledgments page. Much of the material in this revision of the Handbook for Volunteer Reading Aides is not original with us. We borrowed from many resources because we saw no reason to try to reinvent the wheel. Besides, what better way to share some of the exciting things that are happening in adult literacy programs than to let those programs speak for themselves?

My special thanks to the following who helped with the writing, compiling and editing of the handbook: Jeanne Smith, reading specialist and Education Director of The Center for Literacy in Philadelphia; Dr. Teri Turner, reading specialist and community literacy program consultant, who currently is working with Literacy 85, in St. Paul, Minnesota; and Melissa Forinash Buckingham, Head of The Free Library of Philadelphia's Reading Development Program and an adult literacy materials specialist.

My continual thanks to Lutheran Church Women, for their no-strings-attached commitment to literacy. It is a special privilege to work for such an organization. My heartfelt thanks to colleagues Bette McClelland for her careful proofreading and to patient, persistent Paddy Evans for typing the entire manuscript. Thanks also to volunteer Nancy Belcher for copy editing.

Adult literacy is a priority social concern of LCW. Teaching people to read and write is a very practical way of setting at liberty those who are oppressed. It is a way of helping adults attain the basic skills they need in order to develop to their fullest God-given potential. The Volunteer Reading Aides Program is just one of the many ways in which LCW encourages individuals to relate their faith to the needs of people everywhere. We welcome the opportunity to work with any individuals or groups who share our desire to enable all adults to read and write.

"If y'ain't got no lernin', y'ain't nuthin' but a slave."

—Willie Gabriel
Louisiana Plantation Worker

1. AN ORIENTATION TO LITERACY*

by Mary Norton and Colleen Hanley, with assistance from Joanne Bailey, Kathy Chang, Elizabeth Dawe, Lorna Ferguson, Pat Kaye, Cecile McCleary, Gail Morgan, Jean Phelps and Dr. Grace Malicy.

Functional Literacy

This book tells you how you can help another adult learn to read and write. It's about the skills we use to read and write--skills most of us take for granted. In fact, they are skills most of us use everyday without even thinking about them. If you are going to teach someone reading and writing, however, you can't take them for granted any more than your student does.

Think about the many ways you use reading and writing daily. You fill in forms, follow prescriptions, buy groceries and newspapers, write cheques, scribble notes to yourself, notice signs. And so much more! All with the aid of your reading and writing. Functional literacy, it's called, because it enables you to function.

Literacy is the key to acquiring information and doing something with it: information to make decisions, understand events, judge situations, keep up with changes, make work easier, or take part in community activities.

Literacy enables us to participate in our society--a society that includes our friends and neighbors, our community and country, and the world. Society is dynamic, changing, and growing; and literacy is a means of knowing our world and growing with it. It helps us understand what we see, and express our responses to what we understand.

Getting Meaning from Print

Being able to read helps us find out and understand many things. But it is what we already understand about a word

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*This chapter is reprinted from Teaching Reading and Writing to Adults, with permission of and thanks to ACCESS Alberta and Alberta Advanced Education. Please see the Acknowledgments page for the full credit reference.

when we hear it and what we know about how it is being used that enables us to get meaning from its printed form. We have to bring meaning to print to get meaning from print.

Think about the word "snow", for example. What images do you see when you read the word? Do you see soft white flakes and powdery slopes, or do you see yourself shovelling heavy white drifts from a driveway? Either way, anyone who has grown up in Canada will have experienced snow first-hand. Once the word is pronounced, a reader who knows the signs and taste and feel of snow brings that knowledge to the printed word "snow" to get its meaning.

What if the reader had grown up in Mexico? He or she may have seen snow on TV, or a visitor from Canada may have described it. This second-hand experience would help the Mexican reader get meaning from the printed word "snow."

But what of the reader who lives in a rural village in Malaysia? He or she wouldn't have experienced snow, probably wouldn't have seen it on TV, and may not have heard about it. So, even if he or she understands English, and could pronounce the word "snow", it would have no meaning for the reader who has no idea of what snow is.

If, however, the Malaysian reader came across the word "snow" in a descriptive sentence, or in an illustrated passage, the term might be understood. In the same way, we get meaning from words we don't know from the sentences they are used in.

For example, do you know the word "abaft"?

Now, can you tell the meaning of "The wind blew abaft."?

What about "It's easier to ride a bike when the wind is abaft than in a head wind."?

What do you know about biking and head winds that helped you figure out that "abaft" means "behind"?

The context of a word gives clues to its meaning.

How many meanings can you think of for these words? (Each word can be used as a verb or noun and its pronunciation remains the same.)

FIRE MATCH BOWL TRAIN

What must you know in order to pronounce and understand the meaning of each of the following words?

OBJECT CONDUCT READ RECORD

How many meanings can you think of for these sentences? What information do you need in order to be sure of what the writer is saying?)

The students are revolting.

The Robot works.

King Henry was prone to eat.

How We Get Meaning from Print

A reader learns and uses skills to get meaning from print.

The skills we use to identify words have specific names when applied to reading, but we learn and use them the same way we learn and use other skills--by thinking. Here are some simple exercises to help you look at reading this way. There are no right or wrong answers, but think about how you arrive at your answers.

Study the items in this group.

What should come next?

This?

Or this?

What do you know about each object that helped you decide your answer?

In what way are the carrot and apple the same? In what way are they different? How are they both different from potato chips?

What else belongs here?

This?

Or this?

What do you know about each object that helps you decide?

The way you reached your answers shows some of the ways we sort out and use information--noticing, associating, and predicting, for instance. We use these and other processes when we read.

For example we associate letters with the sound/sounds they make, and this gives us a skill for sounding out words we don't recognize. Synthesizing, or putting together the sounds, is how we pronounce a word.

Can you pronounce this word?

pneumonoultramicroscopicsilicovolcanoconiosis

Try it this way:

pneumono ultra microscopic silico volcano coniosis

Analyzing or breaking this word into smaller parts lets us sound out each part. Then we put the parts back together to pronounce the whole word.

Just pronouncing this word may not help you get the meaning. What do you know about the meaning of each part that helps you predict what the whole word might mean? You probably know the meaning of other words that have the same parts, such as pneumonia, ultra-modern, silicon chip, and psychosis. Can you compare what you know about the parts in these words to get meaning from this whole word?

Using the structure of words gives us another skill for pronouncing and getting meaning from words.

We can also use what we know about other words to get the meaning of a word. The following sentence is either wishing someone good luck in a stage performance or giving directions for making an omelet. How do you know what one letter to supply to finish the last word?

Break a _eg_

What is this word? egg

Can you read it now: John ate egg and jam for breakfast.

How do you know the word isn't "bread" or "marmalade"? Did you notice what letter the word starts with and how long the word is? It could be "roast" but do you eat jam with your roast?

Word-Identification Skills

It's not possible to read without thinking. Remembering, using context clues, or associating sounds and letters all require thought. But it is possible to identify words individually--to know what each means--without grasping the full sense of their meaning. To fully comprehend what is meant, we need to think about what we read.

The kind of thinking that helps us understand what we've read is not exclusive to reading. We use different kinds of thinking all the time in our conversations, when we're watching something happen, or when we're mulling something over.

But we need to learn how to apply this thinking to reading. In turn, reading helps us build up thinking skills we apply to the other ways we communicate.

In reading, these skills are generally called comprehension skills: we use them to understand what is stated clearly (explicit), what is implied (implicit), and to be critical of what is stated. Like word-identification skills, comprehension skills are tools that help us read.

Building On What You Know

> Factory workers stopped work last night to protest the company's offer of only a 5% wage increase. A spokesperson for the workers said they would not go back to work until the company agreed to an 8% increase.

> Planck's constant: a proportionality constant h that relates the frequency of radiation to its quanta of energy and that has an approximate value of 6.625 10^{27} erg-second.[1]

Which passage was easier to read and understand? What made it easier? What we already know about a subject and the words that are used to write about it will affect how easily we read about the subject. Using materials with words and information your students know--words they use when they speak, knowledge from their experiences--will help them learn more easily.

---

[1] Webster's New College Dictionary. Springfield, MA G. & C. Merriam Co., 1974, p.878.

2. ILLITERACY IN INDUSTRIALIZED COUNTRIES*

by Audrey M. Thomas

Illiteracy is found in the developed countries as well as the developing nations of the world. It is a persistent phenomenon in society, but because of the prevalence of compulsory public education in the industrialized world, the phenomenon tends to be invisible. It is the minority of the adult population that is illiterate and consequently the term illiteracy has often been used disparagingly to convey stupidity and inferiority. Under these circumstances, it is little wonder that those who are unable to read or write feel embarrassed, ashamed, fearful of being discovered, and isolated in their plight. Within industrialized countries, migrants, immigrants, handicapped people, indigenous minority groups, the incarcerated, rural dwellers and inhabitants of the inner city and urban slums are some of the groups that suffer as a result of inadequate or poor literacy skills. Estimates of the levels of illiteracy in the industrialized world where compulsory schooling is in place are usually about one to three per cent. This situation is in contrast to the substantially higher levels in the developing countries. These are simplistic and inadequate estimates however for the industrialized world. In terms of the technological and economic development of the "Western World", high levels of schooling are normally required for economic self-sufficiency and social advantage. The "under-educated" adults of Western society, therefore, are generally socially and economically disadvantaged, and are considered to be those with less than elementary schooling.

Universal schooling has helped keep literacy rates high in the twentieth century, but literacy also has a history independent of the schools. Churches, voluntary associations, charities and the family have provided environments and opportunities for learning. Thus, the struggle for literacy is as much one of social development and community involvements as of schooling. It is important to recognize these findings and bear them in mind as the problem of functional illiteracy arises in industrialized countries today.

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* Excerpted with permission from Adult Literacy in Canada, prepared by Audrey Thomas for the Canadian Commission for UNESCO, 1983. See the Acknowledgments page for the full credit reference.

Recognition of an adult illiteracy problem in such countries is not uniform. Central governments in Britain, Sweden and the Netherlands have allocated funds for literacy training. Some states of the Federal Republic of Germany have supported literacy work. Denmark has produced a multi-media project--Danish for Adults--and the recent Oheix Report (1981) on poverty in France calls for an adult literacy campaign among its many recommendations.

The recent concern about illiteracy in the above countries is for the adult nationals of those countries. Changing technology and the raising of the compulsory school-leaving age, along with language training provision for foreign nationals, are some of the factors which have helped expose the literacy problems of native-born citizens.

Illiteracy in the United States

The nineteenth century in the United States was...a century of...westward expansion, industrialization and transportation development. The social problems of the nation were given low priority and few efforts were made to educate the illiterate adults who settled the frontier where basic skills for survival were the paramount concern. The development of transportation systems brought inexpensive, unskilled and poorly educated labour from Asia, southern and eastern Europe. The struggles between old and new immigrants eventually led to restrictive legislation and practices regarding immigrants. Literacy tests were proposed as a means of eliminating the migrations of certain groups of people.

Twin thrusts to the literacy effort in the early part of this century were firstly the need to Americanize the foreign-born in the face of strong xenophobic feelings caused by the First World War and secondly the preparation of illiterate men for induction into the armed services. A parallel reform movement brought about some changes in education with federal grants to education being initiated with the passage of the Smith-Lever Act (1914) and Smith-Hughes Act (1917). Apart from the federal government's concern over the large numbers of illiterates revealed by the draft, most efforts to provide literacy training were at the state and local levels. The moonlight schools of Kentucky and an illiteracy commission established by the Governor of the same state in 1914 were pioneers in the field. The commission, however, had no funds to support its work!

By the 1920s most states had compulsory schooling to age sixteen by law, and 60 per cent of the states had enacted adult education legislation by 1927. An Advisory Committee

on National Illiteracy was appointed in 1929 by President Hoover, but by 1933 the funds were exhausted and the committee concluded its work. Seven studies had been completed. Each study dealt with a different aspect of illiteracy. Despite the National Committee, however, much of the work in reducing illiteracy rates was being done at the local level. During the 1920s, new ideas on the literacy definition were being introduced and in 1930, the National Education Association decided that programmes should aim at a sixth grade achievement level as a basis for literacy. This decision presaged future trends. During the Depression, federal programmes involving illiterates were designed to provide work relief.

The Influence of the Second World War

Federal government initatives in literacy work came about in the 1940s as a result of the Second World War. The experience of the First World War was being repeated; many persons registering for the draft were unable to write their names. A directive issued in May 1941 stated induction would be refused to any individual unable to pass an examination at roughly a fourth grade level. By September of the same year, over 140,000 people had been refused. The ratio of white to black rejections among potential inductees was 38:112 per thousand respectively. After Pearl Harbour, an all-out war effort was required. Literate personnel were required in the technical war industries at home, as well as on the war fronts. The refusals of able-bodied men, because of the Army's literacy requirement, became critical to the manpower situation. Military directives were changed to include illiterate inductees on a quota basis. However, rejection rates were still high. Therefore, the Army directive of June 1943 stated that the Army would accept all men who passed the intelligence examination, whether they were literate or not.

Having taken this stance, the Army was then responsible for literacy training among illiterate personnel. Illiterates were given test batteries, placed in appropriate groups and taught in small classes by enlisted personnel. The Army produced teaching materials related to reading skills and adjustment to army life. Filmstrips and books related to military service and army life were produced. Supplementary reading materials of low readability levels were also produced. Various circumstantial reasons contributed to the success of this functional literacy programme. A similar programme was introduced into the Navy when it started accepting illiterate personnel.

By the end of the fifties, most states had laws pertaining to adult elementary education, but there was no federal legislation to coordinate efforts. Programmes were still largely at the local and state level. A National Commission for Adult Literacy was created, however, in 1957, by the Adult Education Association.

U.S. Federal Involvement in the 1960s and 1970s

By the sixties, the changing definitions of literacy were coming into effect. The concern was more with functional literacy. The age of persons in adult illiteracy definitions had gradually increased from ten to twenty-five years. Fourteen and eighteen years were sometimes used in statistical definitions as well. The United States Office of Education considered eight years of schooling a minimum for adequate comprehension and communication. With this shift in grade level for defining functional literacy, the gross numbers for the United States' functionally illiterate population took a sharp increase. This led to concrete measures by the federal government in legislation, programmes and funds.

In 1971, a National Right to Read Program was initiated. It was a federally funded programme aimed at attacking (and eradicating) illiteracy over a ten-year period. There were a variety of thrusts to the Right to Read Program. One thrust was to establish demonstration projects. Such projects included community-based projects to increase functional literacy for adult populations and adult reading academies whose aim was to provide assistance for out-of-school adults mainly through private, non-profit organizations. Another thrust was the establishment of Right to Read States. States were given funding when a high priority was placed on reading and basic activities to implement statewide approaches. A third component was the national impact programme which included activities such as the dissemination of materials on a massive scale.

The Current U.S. Situation

What have been the results of these efforts over the last fifteen to twenty years? With federal legislation and financial support, new programme materials, training events and research became possible. It looked as though a solid foundation was being established for a sustained effort in literacy and adult basic education (ABE). Dr. Gary Eyre, Executive Director of the National Advisory Council on Adult Education (NACAE) informed delegates to a conference in 1980 that:

> 12,825,520 people have been enrolled in federally supported ABE programs since 1965. Two million people are enrolled in ABE programs today. Sixteen years ago, no state had a designated person responsible for ABE at the state level. Today there is at least one in every state. Even more importantly, 26% of ABE enrollees gain a grade or better in reading and 19% gain a grade or better in math in only four months.[1]

However, at another conference, in October 1980, Dr. Eyre reported that 53 million Americans had not completed high school, that there were 900,000 'drop-outs' from the public school system and that there were 1,000,000 incarcerated persons who could not read or compute beyond a sixth grade average. He went on to say that very few state legislators or legislatures have passed laws on literacy and urged conference participants into political activism and advocacy to highlight the issues at the state level.[2]

Progress has been made, but it has not been enough. Reports and commentators in the seventies indicate that there is still a sizeable problem (APL, 1975; Hunter and Harman, 1979; Mezirow, Darkenwald and Knox, 1975). Some 23 million Americans function with difficulty in today's society because of, among other factors, low levels of schooling (less than eight years).[3] Commentators have pointed to the fact that the goal of the Right to Read Program was unrealistic.[4] Literacy has to be seen in its sociological context, schooling alone is not the answer. ABE programmes have been called "creaming" operations.[5]

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[1] As reported in The Reader, Vol. 2, No. 2, June 1980, p.2. Dr. Eyre was addressing the ABE Commission in Houston, Texas.

[2] Keynote address given at LVA's Annual Conference, Hartford, Conn., October 10, 1980. The writer was a participant in the conference.

[3] Editor's Note - In September 1983, the U.S. government's Department of Education announced a Nationwide Functional Literacy Initiative "to promote functional literacy for the entire adult population." The initiative urges widespread use of volunteers (especially college students), public and private sector partnerships, and networking. Virtually no new federal funds were provided, however.

[4] Hunter and Harman, op.cit., p.72.

[5] Jack Mezirow, Gordon G. Darkenwald and Alan B. Knox. Last Gamble on Education: Dynamics of Adult Basic Education. Washington: Adult Education Association of the USA, 1975, p.54.

Hunter and Harman point to the fact that most programmes do not reach the bulk of the educationally disadvantaged. They highlight the findings of George Eyster and his colleagues at the Appalachian Adult Education Center who, after intensive work over a number of years with disadvantaged adults, identified four groups based on individual characteristics.[6] Firstly, there are those adults who can be easily recruited through the media. These persons are secure in themselves and respond well to group and individualized learning activities. Secondly, there are the adults who are less secure, in economic and personal terms: many may be seasonally employed and may have to work overtime in order to make ends meet. They are or would be eager learners, but one of their difficulties is the time factor. They cannot respond to rigidly set hours of instruction because of their varying shifts. A third group consists of those who have for the most part been only sporadically employed and need one-to-one contact and instruction. The fourth group has been called "the staticnary poor". This is the group which is probably most in need of help, but which is generally inaccessible. Similar divisions of "would-be learners" and "non-learners" have been identified in Canada (Waniewicz, 1976).

Illiteracy in Canada

The extent of the adult illiteracy problem in Canada...has been the cause of some debate due to inadequate literacy measures... It is generally assumed that those adults who have not completed elementary schooling are...the "undereducated" of Canada. However, in today's contemporary technological society, the attainment of a grade 10 level of education is necessary for entry purposes to most skilled jobs. Thus attaining this level of education becomes a crucial factor for employment or further skill training. In the computerized and "high-tech" world of tomorrow, it is likely that those with minimal levels of education will find it even more difficult to adapt to the workplace. Much of the printed information which is in circulation and with which Canadian adults have to cope is written at a grade 10 readability level or higher. It is because of factors such as those outlined above that organizations like the Canadian Association for Adult Education (CAAE) have considered the equivalent of at least the eighth grade of educational attainment necessary for functional literacy.

According to the 1976 Census data, there are 4,376,655 Canadians who reported a level of schooling of less than grade 9. This number is 28 percent of a population of 15,402,025, who are 15 years of age or older and not attending school full-time.

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[6] Hunter and Harman, op.cit., p.55

Over 850 thousand (856,060) adults in Canada have less than grade 5 education. There are a further three and a half million (3,520,595) with limited elementary education. One and a half million people having less than grade 9 schooling are now in the prime period of their adult lives --20 to 50 years. Slightly more are men than women.

Canada does not have a national department or office of education, as education falls under the control of each province in accordance with various constitutional agreements. Although the federal government has been involved, through various departments, in the provision of education for native peoples, for the population of the two territories, for the personnel and families of the armed forces and for inmates of federal penitentiaries, it does not have a mandate to provide literacy training per se. Literacy training needs, however, became apparent when vocational programmes related to manpower training were introduced by the federal government.

In the early years of the twentieth century, the federal government provided support to the provinces for agricultural training (1913) and technical and vocational education (1919). Public expectations for increased opportunities for education rose sharply after the Second World War. The post-war period saw a rapid increase in Canada's population, first of all with the 'baby boom' and secondly with an influx of two million immigrants between 1945 and 1960. Returning war veterans were able to receive federal government support to attend university or to receive technical/vocational training if their education had been disrupted by the war. Heavy strains were placed on the educational systems at all levels. These strains necessitated large capital outlays and increased educational expenditures by local and provincial authorities.

The pattern of Canadian life was also changing. At the beginning of the century, Canada was predominantly an agrarian society depending on manual skills, but by the 1960s it had become an urban, industrialized society depending on academic and technical skills. Education was seen as a tool for reconstruction and for universal peace in the immediate post-war period, but a little later it was also seen as the key to technological advancement.

Financial strains caused by expanding educational services resulted in increased pressure for greater federal support to the provinces.

The federal government, while upholding the fact that "education is a strictly provincial matter" did increase

its participation in education, in areas regarded as federal priorities such as regional economic expansion, occupational training, research, and promotion of bilingualism. As a result, the subsidies of the federal government comprised about one fifth of educational expenditures at all levels of government in 1975.[7]

Generally, the later 1960s and early 1970s was a period of great expansion in the provision of educational services. Education was seen as the panacea for ills such as poverty and unemployment and as the key to economic growth. Curricular reforms in elementary and secondary systems were introduced. Community colleges were built in many provinces and universities expanded. The equality of educational opportunity for all was a promise which appeared about to be fulfilled. Terms such as "lifelong learning" and "continuing education" became part of the general educational vocabulary. By the late 1970s, however, a period of fiscal restraint had begun. Tight budgets called for prioritization, evaluation and reallocation of resources.

By the end of the 1970s, programme provision for the most undereducated adults had almost ceased to exist.. .This decline partially reflects changing policies, but it is also a reflection of programme budgets which lag behind the general inflation rate. If resource allocation is fixed, but costs of course delivery and allowances increase, then it is the potential client/trainee who is the loser--whether he/she in fact knows that or not.

....The federal government has influenced adult basic education (ABE), but only insofar as ABE is a part of manpower policy. Through cost-sharing agreements and grants, the federal government does support educational activity, but for literacy training the responsibility rests with the provinces. Each province has jurisdiction over education within its boundaries and has built its own system which can be quite different from those in other provinces. The provincial responses to the adult literacy issue therefore vary greatly across the country.

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[7] OECD, Review of National Policies for Education: Canada. Paris: OECD, 1976, p.90.

3. VOLUNTEER LITERACY EFFORTS

by Martha A. Lane

Both at home and abroad, volunteers have played a key role in advancing adult literacy. In 1930, the concept of "Each One Teach One" was born in the Philippines during a literacy project developed and directed by Dr. Frank C. Laubach. According to Dr. Laubach's own account, the bad financial situation in the United States left the literacy project with few funds and Dr. Laubach was forced to stop paying his literacy teachers. Kakai Dagalangit, a tall chieftain, was upset by that.

"He looked at me with those fierce eyes and said, 'This campaign shall not stop. It's Lanao's only hope'" Dr. Laubach wrote. "Then he looked at those teachers with his fierce eyes and said, 'I'll make everybody who knows how to read teach somebody else, or I'll kill him'. Everybody taught. Nobody died....I did not like the motto 'teach or die' and so changed it to 'Each One Teach one', and this method, started by the Moro chieftain, has gone around the world."[1]

There have been many mass literacy campaigns which have used volunteer instructors with much success. Such nationwide campaigns have most often been successful in countries in which the government more or less ordered people to volunteer to teach.

In Hunan Province, China, in 1922, the government mandated that every illiterate should pay special taxes until he had learned 1,000 characters and could pass a literacy examination.

In the USSR in the same year, 2½ million "cultural soldiers" were recruited to teach literacy without pay. Illiteracy became a crime in the USSR after August, 1931. Between 1927 and 1930, 36½ million men and women learned to read, by official count.

In recent years, government-sponsored mass-literacy campaigns using volunteer instructors have been very

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[1] Laubach, Frank C., Forty Years with the Billion. Old Tappan, NJ: Fleming H. Revell Co., 1970, pp.43-44.

successful in a number of countries, including Cuba, Tanzania and Nicaragua.

There has never been a government-mandated drive requiring literate citizens in Canada or the US to teach the functionally illiterate among us. Perhaps one drawback of democracy is that citizens aren't forced to do what they should be willing to do.

There are only a handful of national literacy programs in North America which specialize in using volunteers to teach basic literacy skills to adults.

Laubach Literacy Programs

Laubach Literacy International (LLI) was incorporated in 1955 as an extension of Dr. Frank Laubach's work. Laubach Literacy Action (formerly National Affiliation for Literacy Advance) is LLI's volunteer membership organization in the United States. Approximately 30,000 trained Laubach tutors are at work in 600 United States communities. In 1982, 48,500 US adults were tutored. Nearly half of the adults were learning English as a new language.

The Canadian arm of LLI is called Laubach Literacy of Canada (formerly also a part of the National Affiliation for Literacy Advance). Laubach programs exist in all ten provinces.

New Readers Press, the publishing division of LLI, produces The Laubach Way to Reading and The Laubach Way to English, carefully sequenced, simplified phonetic series. Both series are designed for use by volunteers who have attended workshops for tutors. (Most workshops are 10-18 hours long.) The materials are intended for use with adult beginning reading and English language students. New Readers Press also publishes a weekly newspaper and more than 100 titles for adults and other youth who read at or below a grade 6 level.

In their early organizational years, North American Laubach programs tended to take an isolated, often parochial approach to literacy. In the past few years, however, both Laubach Literacy Action and Laubach Literacy of Canada have encouraged flexibility in teaching and in local organizing. Both groups also have stressed the need to cooperate with others involved in adult literacy, whether they be public or private, informal or formal programs. For example, LLA has working relationships with the U.S.Department of

Education, the American Library Association, the American Association for Adult and Continuing Education, the Coalition for Literacy, Literacy Volunteers of America, Lutheran Church Women's Volunteer Reading Aides Program, B. Dalton Bookseller, national service clubs, the ACTION Agency and others.

Information about Laubach Literacy programs, including descriptive brochures and a New Readers Press catalogue, are available from:

Laubach Literacy Action
Box 131
Syracuse, New York 13210
315-422-9121

Laubach Literacy of Canada
Box 6548, Station A
Saint John, New Brunswick
E2L 4R9

Literacy Volunteers of America

Literacy Volunteers of America (LVA) was begun in 1962 by Ruth Colvin, a housewife from Syracuse, New York, who had become personally concerned with the plight of illiterate adults in Onondaga County. Ruth worked with professional reading consultants to develop a workshop in which non-professionals could learn basic tutoring skills. Using a slide-tape format, LVA workshops emphasize an eclectic approach to teaching reading. Language experience, sight words, phonics and patterned word techniques are all emphasized. Unlike Laubach Literacy workshops, no single series of textbooks is recommended.

Approximately 30,000 persons are involved in LVA as either tutors or students through nearly 200 groups (affiliates and associates). LVA programs are found throughout the US and Canada. LVA, like the Laubach organizations, offer instruction in both basic literacy and English for non-English speakers.

LVA also publishes materials, but primarily for tutors and program administrators. An outstanding collection of easy-to-read books was developed recently by LVA under a grant from the National Endowment of the Humanities and is published by Cambridge.[2]

[2] For further information about the LVA Readers Collection write: Cambridge, The Adult Education Company, 888 Seventh Ave., NY, NY 10106.

Both LVA and LLA publish quarterly newspapers for tutors and program leaders. The papers are an excellent way to keep informed about volunteer literacy programs in the U.S. Subscribe to either LVA's The Reader or LLA's Literacy Advance by sending $5 to the appropriate organization.

Information about Literacy Volunteers of America programs, including descriptive brochures and a catalogue, are available from:

Literacy Volunteers of America, Inc.
404 Oak Street.
Syracuse, NY 13203
315-474-7039

The Movement for Canadian Literacy

The Movement for Canadian Literacy (MCL) is also a non-profit, incorporated group. It aims to link together people working in the adult literacy field and having an interest in developing solutions to the Canadian adult illiteracy problem. It is a field-based membership organization, eclectic in approach, not endorsing any one particular method or literacy organization.

MCL publishes an excellent newsletter which contains a variety of reports from the field plus special resources (World Literacy Day information kits, and a supplement on resources for adult new readers, for example).

Membership in MCL ($15 a year at this writing) enables one to have a sweeping and accurate idea of what is happening in adult literacy across Canada. For more information write:

The Movement for Canadian Literacy
P.O. Box 533, Postal Station P
Toronto, Ontario M5S 2T1

The Volunteer Reading Aides Program

The largest church-sponsored adult literacy program is Lutheran Church Women's Volunteer Reading Aides Program (VRA). Adult literacy has been a priority social concerns program of Lutheran Church Women (LCW) since 1969. The program serves two major North American groups: 1) adults needing help with basic reading and writing skills and 2) those who need to learn to speak, read and write English.

The program is funded entirely by donations from Lutheran Church Women. It's services, however, are available to any group or community, as budget and time allow. Emphases

of the VRA program include: organizing volunteer literacy programs where none already exist in the community; providing consultative services and technical assistance to lay and professional adult literacy workers; developing, field-testing and publishing inexpensive, essential-subject materials for adult students and tutors; advocating on behalf of and with adult literacy students and providing literacy referral and general information services to the Lutheran Church in America and the general public.

For more information about the VRA program or a free catalogue of LCW-produced materials, write:

Volunteer Reading Aides
2900 Queen Lane
Philadelphia, PA 19129-1091

Southern Baptist Work

The Southern Baptist Convention has been active in adult literacy work for more than two decades. The Literacy Missions ministry is extended to both adult nonreaders and school-age children, to both basic literacy and ESOL (English for Speakers of Other Languages) students.

The threefold statement of purpose describes the Literacy Missions ministry as a response to these biblical mandates:

"(1) to show the love of God for the total person,
(2) to provide a fertile witnessing environment,
(3) to be obedient to the example of Christ."

For more information about the Southern Baptist adult literacy work, contact:

Miss Mildred Blankenship
Home Mission Board
Southern Baptist Convention
1350 Spring Street, NW
Atlanta, GA 30367

Other Volunteer Efforts

There are literally thousands of other adult literacy programs in North America, most in local communities. More and more, libraries are sponsoring volunteer literacy programs (the largest effort is California State Library's Literacy Campaign). Many adult basic education programs also use volunteers to assist ABE and GED students. To obtain listings of types of programs or programs in a particular

area, get in touch with:

Contact Literacy Center
P.O.Box 81826
Lincoln, Nebraska 68501-1826
800-228-8813
402-464-0602

Contact is the information center for the Coalition for Literacy. The 800 number is a literacy hot line. Contact publishes the largest directory of literacy programs available, maintains a computer base on literacy programs and publishes a general-interest newsletter on literacy. While some information is free, the newsletter and the directory are cost items.

4. DON'T CALL ME STUPID*

by Martha A. Lane

Only non-readers can understand fully what it is like to not be able to read and write. Good tutors are aware of this, yet they must always try to put themselves in their student's shoes. The inability to read is something like being blind or deaf or not having any hands. It is a major handicap which substantially limits a person's world-view. These actual quotes from non-readers tell why:

> "My biggest hurt of all is I feel I failed my children because I couldn't help them with their schoolwork."
>
> "If someone handed me a piece of paper to read, I pretended to read it. If anyone asked questions I said that everything was all right and that I didn't have any questions."
>
> "Would like to read the Bible more than anything and help children with school homework."
>
> "I pick up a magazine and I want to read it. That is constantly happening. I always wish I could read."
>
> "If you want to write a letter....., you got to get someone to do it for you. Everybody knows my business."
>
> "I feel like a child."
>
> "When you don't read, it's like ridin' a motorcycle with your eyes closed; you don't know what's comin' up next."
>
> "The hardest thing about it is I've been places where I didn't know where I was. If you don't know where you are, and you can't read something, you're lost. It sure ain't fun to be lost."[1]

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*The title for this chapter is borrowed from a film about a group of women's efforts to become functionally literate. Originally produced as a TV Ontario resource, this excellent 28-minute film can be rented from LCW. Write for information.

[1]The three longest quotes in this chapter are from The Adult Illiterate Speaks Out: Personal Perspectives on Learning to Read and Write: Anne Eberle and Sandra Robinson, pp.5,8,36.

"....How do you go about telling someone that you want to marry that you can't read? Right? Man, it's like opening a bottle, putting a stick of dynamite in it, and hoping it don't go off....[2]

Perhaps the only good news about being a non-reader is this: The inability to read is a handicap for which there is a cure! That's where you, the Volunteer Reading Aides, come in. A new reader explains why:

"I used to try to hide the fact that I couldn't read. You try to hide it. It was just, I don't know what you would call it. In the back of your mind they say, "Ah, he's stupid." People are gonna say he's stupid, he's dumb, he can't read. But really, people do not think that, I found out. They're not that way. People care, they really do. I mean, if they didn't care, they wouldn't be helping me."[3]

Why Some Can't Read

The inability to read is, in itself, neither a disgrace nor a sign of low intelligence. Many of the reasons for functional illiteracy reflect the failures of society rather than individual failures. Sometimes, of course, both society and the individual have been at fault. Some basic causes of illiteracy are:

1. Personal poverty--no school clothes, not enough energy food, no transportation, no money for school supplies.

2. State or provincial poverty--insufficient or overcrowded schools and/or lack of school buses for transporting students.

3. Frequent family moving or migration--resulting in spasmodic school attendance.

4. Long-term illnesses or physical handicaps--resulting in spasmodic or no school attendance.

5. Necessity to earn one's own living or augment the family income--resulting in dropping out of school to take a full-time job.

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[2]Ibid.

[3]Ibid.

6. Second-class education--inadequately trained teachers, insufficient textbooks and equipment, overcrowded classrooms, racism.

7. Under-achievement and/or limited ability.

8. No family motivation--illiterate parents or nothing in family life to encourage reading and writing.

9. Married at an early age--dropped out of school before acquiring basic literacy skills.

Most non-readers usually have experienced more than one of the above reasons.

One Problem Leads to Another

Illiteracy is a major contributor to poverty, unemployment, poor health, irresponsible citizenship and crime. It is nearly impossible to obtain or keep a good job in a technological society if a person can't read and write. With no job, one either has no money, resorts to crime to get some, or goes on welfare. Persons who can't read don't know how to prepare healthful foods for their families; they can't read instructions on medicine bottles; and they won't admit it. Just as tragic, persons who can't read and write tend to lose hope, see themselves only as failures, and often become victims of unscrupulous business deals.

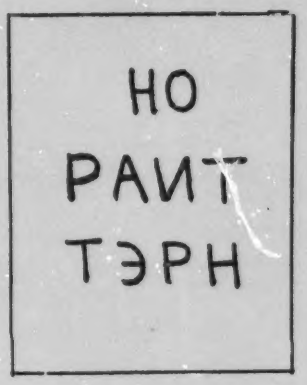
5. WHAT IF YOU COULDN'T READ?

by Martha A. Lane

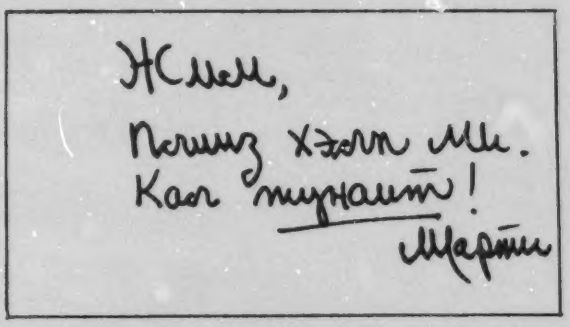
Earlier you were given some exercises to help you consider how you, as an experienced reader, get meaning from print. But what if you weren't an experienced reader? What if you had been sick often as a child? What if your family had moved at least once a year? What if you dropped out of school in the fourth grade--the year your father died--and you never went back because you had to go to work to support your mother and your younger sister?

Of course only an adult nonreader really understands how difficult illiteracy can be. The following exercises, however, can provide some insights into what it must be like. (Note: All of the words in these exercises are English words. They have been written in another alphabet, the Cyrillic alphabet.)

You are driving down the road and come to an unfamiliar intersection. You see this sign. No one is in front of you, but the impatient driver behind you begins to honk as you slow down to try to decipher this sign. What do you think it says? Do you think it is a traffic sign? Why or why not? What are you going to do? What will you say if a policeman stops you?



You're just getting home towards the end of a long, hectic day. Wait! There's a note on your door. You take it to your friend next door who reads your mail to you, but she isn't home. Now what? What do you think this says? What will you do about it?



Are you tired of all the daily frustrations? Is that what brought you to this neighborhood reading center? Very well, let's see how you do with your first lesson:

	Б	БОЙ Б	Б Б
	Ш	ШИП Ш	Ш Ш
	Л	ЛАДР Л	Л Л
	Ч	ЧЭР Ч	Ч Ч
	Р	РОП Р	Р Р

ДИС БОЙ ХАЗ А ШИП.

ДИС БОЙ ХАЗ А ЛАДР.

ДИС БОЙ ХАЗ А ЧЭР.

ДИС БОЙ ХАЗ А РОП.

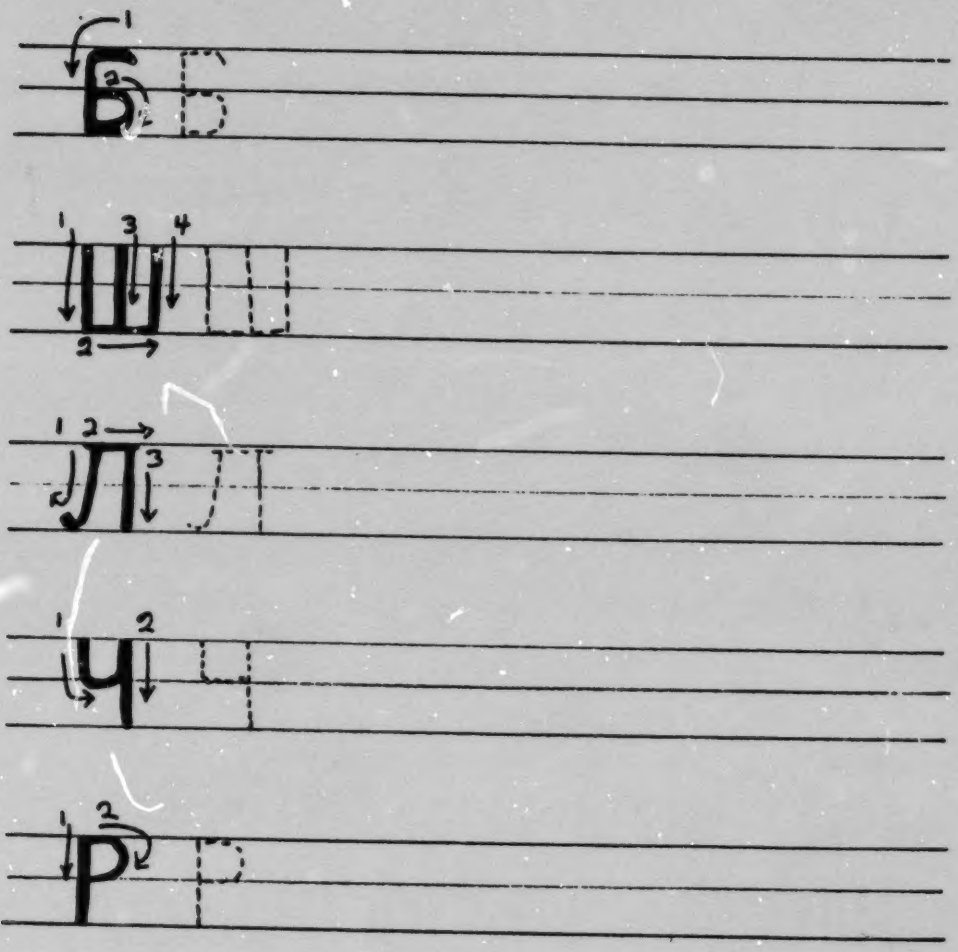
ДИС БОЙ ИЗ ОН А ШИП.

ДИС ЛАДР ИЗ ОН А ШИП.

ДИС ЧЭР ИЗ ОН А ШИП.

ДИС РОП ИЗ ОН А ШИП.

NEW READERS PRESS Box 131, Syracuse, N.Y. 13210



How have you felt during these exercises? Try to remember because that's partly how your students will feel when you begin working together.

By the way, did you decipher the information on the first page of this chapter correctly? The traffic sign says "NO RIGHT TURN". The note says, "Jim, please help me. Call tonight! Marti".

6. YOU'RE THE COACH

by Martha A. Lane

Your literacy workshop materials and training provide you with the self-confidence that comes from using carefully planned and tested methods. One thing, however, depends solely on you. How will you use what you know? As Dr. Derek N. Nunney, an adult educator, once said, "It's a big job--and the methods, the approaches, the techniques for adult basic education are not to be found in a formal classroom. They will be found in the fertile minds of teacher-innovators across the country and most of all, through that action they promote when an adult student struggles to write his name for the first time on a voter registration card or passes a job interview with flying colors."

In addition to the techniques you know, you will want to learn as much as possible about your students: why they do not read, their backgrounds, personal goals, family environments and personal feelings. Look for those attributes and values in your students which you can genuinely admire. Share information about your life and family to establish common grounds. When you truly like each other, you and your students will be able to work together sincerely, in friendship, and with mutual interest and respect. Every lesson you teach should have a direct relationship to your student's needs and interests.

Few of the persons with whom you will be working are taking reading lessons just for the fun of it. They have very immediate and specific needs: to read the notices on the bulletin board at work, to be able to follow a doctor's dietary instructions, to write letters to a son or daughter.

Think of yourself as the student's coach. Your job is to assess the individual's strengths and weaknesses, motivation, personal goals and learning styles. Then develop a game plan and coach and cheer your student on to victory.

Think of this handbook and the texts with which you teach as your "play" books. Your success as a coach will depend on 1) your careful study, development and preparation of each lesson to meet your student's immediate needs and 2) your ability to relate to each student in a non-threatening, caring, friend-to-friend manner.

Tutoring is hard work. You can figure on needing an hour of preparation time for every hour of teaching time. Often it will require you to do some independent study to sharpen your own reading and writing skills. You should expect to go on some field trips with your student --to the library, to try out just-discussed comparative shopping skills, to register to vote, to name just a few examples.

Are you willing and able to devote this much time and energy to teaching someone to read? If so, read on. Otherwise, do yourself and the students a favor. Ask for a non-teaching assignment in the literacy program. (There are plenty of such volunteer opportunities. Literacy programs cannot survive without persons willing to give speeches, babysit, type, prepare mailings, provide workshop refreshments, and so on.)

Some General Do's and Don'ts

Study the following guidelines carefully before you begin tutoring. They will help you make the most of your tutoring experience from the very first session onward:

1. Always be there--and on time. If your absence is unavoidable, let your students know as early as possible and express your regret. But be as dependable as you expect your students to be.

2. If a student doesn't show up, call or visit to find out why. Do this positively and with genuine concern.

3. If possible, meet with each student at least twice a week, 1 1/2 hours at a time. If sessions are longer, breaks are necessary. (This is the recommended time for adults. Children must have much shorter sessions.)

4. Keep in touch with your students' school teachers (if students are still in school) to know areas of school work which need emphasis. This includes checking with adult students' ABE (Adult Basic Education) teachers.

5. Always work to meet each student's immediate needs and interests. Why does he need to read and write? What basic words does she need on her job? Teach such vocabulary several words at a time and review them systematically. Begin with the most basic and most concrete vocabulary words.

6. Never say "no". On the other hand, be sure to correct your students whenever they make a mistake. Your

encouragement must be continuous. Make "good" your most frequently used word.

7. Never say, "Do you understand?" (She will almost always say "yes" to please you, whether she really understands or not.) Instead, ask appropriate questions to check comprehension.

8. From time to time, you will make a mistake. Immediately say so and correct yourself. To avoid mistakes, think very carefully about what you will say and how you will pronounce it before you begin-- and study the lesson ahead of time.

9. Keep a notebook of the words, sounds, sentence structures, etc. which trouble each student so that you will remember to review them on a regular basis. Also keep a record of what you did each lesson: what book your student is in, what homework assignment you gave, and so on. (See the sample lesson planning and record-keeping sheet in the Appendix.)

10. If a student seems bored, change your activity. If he is very tired, perhaps let him do some light supplementary reading or something else he would enjoy. Sometimes do something very different: for example, go for a walk and ask him to read the signs he has learned previously.

11. Allow each student to work as quickly and independently as possible. However, be sure each lesson is studied thoroughly before going on to the next. (It is not necessary that your student complete one lesson each session). Regardless of how fast or slow a student progresses, be sure she learns something new during each session.

12. Always go from the known to the unknown, from the simple to the more complex.

13. Be a good listener. Listen to what your student does say. Listen for what your student does not say. Listen for the deeper things your friend might be ready to share with you.

14. Treat personal matters confidentially. Discuss special problems with the proper persons--fellow tutors, coordinators, school personnel, for example.

15. Play it by ear the rest of the way. Do not be afraid to experiment. Use your own imagination and judgment.

16. Enjoy yourself! That is the best way to be sure your student will enjoy learning to read. Think of your teaching as friend-to-friend rather than as tutor-to-student.

Adults Aren't Children

Teaching adults is very different from teaching children. Adults do more reasoning and judging, have had more experiences, are more independent, more responsible. Adults are busy with work and many other activities, so time is very valuable to them. They usually have more problems than children.

Adults do not like to be treated like children, nor do they appreciate material written for children. Adults like to figure things out for themselves as much as possible.

If totally illiterate, adults will be especially fearful of failure and sensitive to criticism.

Reading Readiness for Adults

Kindergarten children aren't the only ones in need of reading readiness skills. Before being able to read or write much of anything, adults also need to be able to:

1. Recognize their own names in print.
2. Say the alphabet.
3. Count from 1 to 100.
4. Match like letters.
5. Match like numbers.
6. Match capital and small letters.
7. Recognize that a written letter or combination of letters stands for a sound.
8. Identify some new words by picture clues.
9. Hear differences between words.
10. Hear the different sounds in a word (beginning, middle, ending sounds).
11. Hear rhyming words.

12. Read from left to right and from top to bottom.

13. See likenesses and differences in letters, words and sentences.

Why Some Students Drop Out

Each of your adult students comes to you of his or her own free will and continues only as long as he or she wants to stay or can stay. Each student brings along many problems that are obstacles to effective learning. You must be aware of the possibility that any student may drop out of the program at any time. Often students drop out because their immediate needs and interests are not being met. There are other reasons of course, many of which are unavoidable.

Watch for these behavior clues which will alert you to the possibility that your student may be considering dropping out: hostility toward learning to read; inadequate participation; irregular attendance; poor preparation; failure to keep promises; inattention or erratic attention; too much dependence on the tutor; inability to start and continue alone.

These signs should not cause you to think of your student as lazy, perverse or dull. They may be calls for help due to problems of instruction (the curriculum and/or the tutor) or the student's motivation or personal problems. If possible, talk frankly with the student about such problems. Your student may have some difficulty putting it into words, but once the problem has been pinpointed, you can decide, together, on an appropriate course of action.

Problems of Instruction

As tutor, you have much to do with maintaining the student's desire to learn. Good rapport, in addition to well-planned and executed lessons, is basic. Evaluate your teaching. If you have kept records, you know how much progress your student has made. If you have hit a plateau, try something new. Just repeating what has previously been done probably will not move your student onward. If one set of instructional materials doesn't work, try another.

If possible, engage in periodic sharing sessions with other Volunteer Reading Aides to discuss your successes and failures. Do not hesitate to consult with your

literacy program trainers or with professional school teachers. They should be able to help you or refer you to someone else who can help you. Since rapport is so important and since personalities do differ, do not be offended if a change of tutor is suggested as the best way to help a particular student.

Students' Problems

Problems not related to reading cause many students to drop out. For example, three common reasons given by students for quitting are moving, personal or family problems and health-related problems.

As a Volunteer Reading Aide, you may be able to help with some of your students' physical, social and economic problems. Some will require the assistance of other community agencies. Students who have overwhelming problems on several fronts are usually not ready to take on the added effort of learning to read. In such instances, it may be better to help them get assistance for their personal affairs before they tackle learning to read.

Various forms of assistance are available in most communities. These include: medical examinations (ears, eyes, TB, heart and cancer); emergency food and housing; day care; job rehabilitation; legal aid; family counseling.

Remember, your role as a Volunteer Reading Aide is to enable and facilitate. You cannot "make" the student do anything. If you persude a student to seek agency help, your most helpful role may be to assist with filling out forms, making appointments, helping with transportation and giving information about time, place, individuals in charge and what the student can expect.

Some problems do not require the help of a specialist and may be more easily resolved. Perhaps providing a baby-sitter during lesson time, or transportation to lessons, will enable your student to continue with his lessons. Occasionally, a student's family resents the time and money spent on lessons and books and is skeptical of their value. When this happens, it is very important that your student realize that his growth in reading, like physical growth, will be observable only over a period of time. It may help to plan periodic reviews to give tangible evidence of progress. Ask if it would help if the student's "teacher" might be more acceptable if the family could meet you rather than just hear about you.

Change what you can; accept what you must. If your

student becomes fatigued and upset by hard work and the complications of her home life, give her the security of knowing that you are aware of the difficulties under which she works. Let her know that you respect her for her determination to succeed in spite of such obstacles.

It is worth remembering that, aside from whatever degree of academic progress your student makes, the quality of respect and concern you show each other can in itself be an experience of incalculable value to you both.

7. GOOD LESSONS ARE MADE, NOT BORN

by Martha A. Lane

It was mentioned earlier that tutoring is hard work. One reason is that you must bring a lot of preparation, imagination and sensitivity to every lesson. A good tutor does not rest on her or his laurels. Nor does the good tutor forget that the tutoring program or literacy classes exist for the students!

Discovering Students' Needs and Interests

Suppose that your car suddenly makes strange noises, then abruptly stops running. You have it towed to a garage. In the office you are asked the usual questions: your name, address and telephone number; the make, age and license number of your car. You start to explain how the car was acting when it stopped. But the mechanic abruptly waves aside your explanations and tells you to come back in three days. Then he starts ripping the engine apart and throwing parts in a trash can--without even attempting to start your car. How would you feel? Why? What would you do?

In a sense, you are a "mechanic" who has promised to repair some students' inability to read. Don't start your "repairs" until you've heard each student describe his or her immediate problems, needs and interests. Then do some diagnostic work of your own.

Since any kind of "test" makes many people nervous and fearful, first seek to discover some of the students' general interests. One way to proceed is to use an informal interest inventory. This is simply a series of non-threatening questions which will help you get acquainted with each student. Ask the questions orally and write down the students' answers verbatim. Before you begin, explain to the student that you are asking the questions so that you will be able to do a better job of teaching. (After you have finished the questioning, give your student an opportunity to ask you any questions she or he wishes!) You may use the informal interest inventory in the Appendix, make up one of your own, or use a commercially prepared inventory.

To determine the students' needs, some sort of brief

skills test also should be given. If you are working through a literacy council or an ABE or upgrading program, someone should have interviewed the students to determine needs, interests and where to begin before the students were assigned to you.

If such was not the case, try to determine something about the student's reading, writing and comprehension skills. (See the Appendix for an example of an informal placement test which can be used with The Laubach Way to Reading series. It tests some of the basic skills taught in the Skill Books and suggests where to begin in the series based on test results.)

Four Crucial Lesson Parts

If you use only text books or only newspapers or only any kind of teaching materials, your students will not be receiving a well-rounded lesson. If you include each of the following four parts in each lesson, your students will be receiving excellent help. The four crucial lesson parts are: language experience story, text, word pattern practice and meeting student goals.

The language experience story is a technique in which the student tells you something in his or her own words, you write it down, together you study it and read it, then the student copies it into his or her notebook. The language experience story is a very important technique because it is about the student's life and is therefore automatically interesting to the student. It also automatically uses words with which the student is familiar.

Not every good tutor is good at this technique, however. The language experience story must be 100 percent correct in spelling and punctuation in order to be useful as a teaching technique. If you have trouble with spelling or punctuation, please do two things: (1) get in the habit of carrying and referring to a good pocket dictionary and (2) ask someone to check the story you take down for any mistakes in spelling or punctuation before the student starts working with the story. Chapter 8 will explain the language experience story technique in detail.)

Most literacy programs ask volunteers to use a specific set of texts or skill books as the core curriculum for teaching reading. For example, some groups use The Laubach Way to Reading series. Others use Firm

Foundations; still others use Read On! The teaching of the text is the second major lesson part. Be sure to study and follow whatever instructions come with the texts you are using, so as to get the most out of the texts. Remember that each series has its own strengths and weaknesses. Whatever text works well for the student is the correct text to use with that student.

Word pattern practice is the third crucial lesson part. (Some books call this "spelling patterns" or "word families".) The words on which to build the patterns are drawn from the lesson just studied, from either the language experience story or from the text itself. The student reads a word previously studied, then studies a common part of the word, then learns to read and spell new words which contain the same pattern. (Chapter 9 explains how to develop and use word pattern practices.)

The last crucial lesson part is meeting student goals. The purpose of this portion of the lesson is to make a concrete and useful connection between the student's needs and interests and each individual lesson. For example, if a student wants to read the Bible, a verse or two could be read here or some Bible words could be studied. This is the portion of the lesson in which you relate reading to pleasure, religion, jobs, community information, family tasks such as letter writing and so on.

You can use many resources and techniques in this portion of the lesson. Experiment. Bring in plenty of materials. Encourage students to bring in items they wish to ask about or study. Always keep the student's reading level in mind, but let students try things. (See Chapter 10 for further ideas and suggestions for meeting student goals.)

Review and Reinforcement are Important, Too

When a person begins to catch on to reading, he may plunge ahead too fast. Learning is much like food. A starving man, finding food, may begin to wolf it down. But his body needs time to digest it. Help your student understand that his new learning needs time to settle if it is to be lasting and to give him a sense of ease and mastery. He can measure his progress not only by his advance through a text book but also by his success with games, exercises and supplementary reading. Such enrichment materials can provide review, application of learning to practical interest, and a relaxation of

tension. However, spend only a few minutes of each lesson in supplementary activities.

Prepare your own enrichment materials. Avoid "busy work." Materials and activities should be selected and used with a particular purpose in mind. They must never look like children's games.

Be sure that each reinforcement activity fits the students' current skill levels. For example, the following activities are keyed to skill books in The Laubach Way to Reading (LWR) series. The exercises were developed by Claire Willard, a reading specialist from Kirkland, Washington.

1. CONSONANT BINGO (LWR Skill Book 1). Cut out pictures from catalogs. Each picture should be a "one word only" picture. Choose items which would be of interest to your student.

Make several bingo-type game cards. (See sample below). Put one consonant in each square. Student matches pictures with beginning or ending consonant sound.

m	r	w	p
c	t	s	l
s	n	t	b

2. COMPREHENSION QUIZ (LWR Skill Book 2). Read a short passage to student. One sentence is irrelevant. Student orally identifies the irrelevant sentence. (This exercise helps later with paragraph construction and meaning.)

3. COMPOUND IT! (LWR Skill Book 3). Put each of the following words on an index card. Use your best printing, please.

to	over	flash	some
day	coat	light	times
today	overcoat	flashlight	sometimes
air	every	news	Thanks
plane	thing	paper	giving
airplane	everything	newspaper	Thanksgiving
be	every	sail	snow
came	where	boat	man
became	everywhere	sailboat	snowman

Now give your student separate word cards and see if he can make compound words. For example, give him every, boat, thing, sail. He should be able to make sailboat and everything.

Give your student a compound word card and have her find its components. For example, give her Thanksgiving. She ought to be able to tell you that the words thanks and giving make Thanksgiving.

4. PRONOUN PINCH HITTERS (LWR Skill Book 4). Think up some interesting sentences. Make flash cards of each word in the sentences. (Use at least 5 sentences. Be sure each sentence has one or two nouns.)

Make a set of pronoun flash cards. (I, you, he, she, it, me, him, her, they, them, etc.) Dictate a sentence and ask your student to arrange the cards of words in the dictated sequence. Then ask your student to substitute appropriate pronoun cards for the nouns in the sentences. By actually taking one card out and putting another in, the student gets the idea that a pronoun stands for a noun. The game also helps students realize that one needs to know the antecedents to understand a pronoun's full meaning.

5. CAN YOU TOP THIS? (LWR Skill Book 4). Say a simple sentence. Have your student add one adjective and one adverb. Then you add another adjective and adverb to the student's sentence. Continue taking turns and adding one adjective and one adverb until someone forgets the sentence. For example:

Tutor:	The girl cried.
Student:	The little girl cried softly.
Tutor:	The pretty little girl cried tearfully and softly.
Student:	The pretty, little, red-headed girl cried very tearfully and softly.

8. THE LANGUAGE EXPERIENCE STORY*

by Anne Bonner, Marie Pinnie and Bob Preston

Exercises for Beginning Readers

Use all of the following 10 steps with beginning readers. As the example illustrates, the story need not be long. Sometimes the language experience will only be one or two sentences long. Do this:

1. Invite student to tell a story or personal experience.
2. Tutor writes the story.
3. Tutor reads the story, pointing to words.
4. Tutor and student together read the entire story, pointing to words.
5. Tutor and student read the first sentence together. Student then reads this sentence alone.
6. This process is repeated with each of the remaining sentences until the story is completed.
7. Tutor asks comprehension questions based on the story. Student reads that part of the story which answers each question.
8. Student reads the entire story alone, with help as needed.
9. Student copies story into notebook to take home, practice reading and writing.
10. Tutor keeps a copy for rewriting and making exercises.

*This chapter is a slightly-edited version of Language Experience: a Handbook for Volunteer Reading Tutors. See the Acknowledgments page for the full credit reference.

This is an example of a beginning reader's story:

BEFORE DANNY

Before Danny, I didn't wake up at 4 o'clock in the morning. We didn't have toys all over the place. We didn't worry about babysitters. We just went out any time we wanted.

The possibilities for using the story for teaching specific skills are nearly limitless. Don't try too many things at once with beginners, however. The following exercises focus on one reading skill at a time. Refer back to the BEFORE DANNY story for reference as you study the following suggested exercises:

1. Individual Words

   a) Student selects words he wants to learn from the first sentence.

   b) Words are put on cards.

   c) Student matches cards to words in the story.

   d) Tutor quizzes student on cards in isolation. Shuffle cards and review.

   e) Student and tutor go back through the sentence, putting <u>all</u> words on cards.

   f) Student constructs the sentence, using his word cards.

   Repeat steps a - f with each sentence of the story. Although you may put every word on cards for sentence building--you do not have to drill <u>every</u> word to perfection. Review thoroughly only those words that: 1) the student chooses and 2) those the tutor chooses as important. It is better to review too few words than too many words.

Be sensitive to the student's frustration level.

2. Student and tutor look for words in the story that begin with the same sound.

Before	worry	time	Danny
baby	wanted	toys	didn't

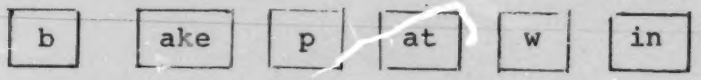
Students may have beginning sound cards to match with words in the story.

w	went	t	time

3. Choose words from the story which can be rhymed. Make sure the word you start with is known in isolation.

wake	at	in	all	just	went
make	bat	bin	ball	bust	bent
bake	cat	sin	call	dust	dent
fake	mat	tin	fall	must	lent
cake	rat	win	gall	rust	rent
lake	fat	chin	hall	crust	sent
rake	hat		mall		tent

Clusters of sounds can be put on cards, along with beginning sounds, so students can "build" complete words.



4. Look for words from the story which have endings.

babysitter<u>s</u> want<u>ed</u>

toys

Look for words in the story which could have endings.

morning<u>s</u>

place<u>s</u>

5. For a follow-up lesson, tutors may want to write

new sentences with the same vocabulary used in the original. Ask students to read.

1. Danny wakes up at 4 o'clock in the morning.

2. We have the baby sitter any time we want.

3. Danny's toys are all over the place.

4. Danny didn't worry about his toys.

5. The babysitter didn't wake Danny up.

6. We just didn't have any place for the toys.

6. Sentences from the story are rewritten, but words are left out.

1. We didn't have _____ all over the place.

2. We just went out any time we _____.

3. Before Danny, we didn't _____about babysitters.

4. I didn't _____up at 4 o'clock in the morning.

5. _____Danny, we just went out.

7. Sentences in the story are mixed up. Students place sentences in correct sequence.

___3___ We didn't worry about babysitters.

___2___ We didn't have toys all over the place.

___4___ We just went out any time we wanted.

___1___ Before Danny, I didn't wake up at 4 o'clock in the morning.

Exercises for Intermediate Readers

1. Invite student to tell a story or personal experience.

2. Tutor writes the story.

3. Student reads alone with help as needed.

4. Tutor asks comprehension question based on the story. Student reads that part of the story which answers each question.

5. Give copy of story to student to take home, practice, and write.

6. Tutor keeps a copy for typing and rewriting.

This is a sample of an intermediate reader's story:

> We had real lovely weather this past week. I personally enjoy hot weather because I'm an outdoor type. I love to start my garden in spring, plant flower seeds, and watch them grow. For me, this is the best time of the year, when everything turns green. Birds sing in the morning and early hours, and people take vacation just to enjoy their summer because it only comes once a year.
>
> I took my vacation from work, too, only for three days, but enough for me to relax. In those three days, I was able to go out shopping, have lunch with the kids, and just take my time without worrying about being late for work.

1. Individual Words

   a) Ask the student to underline words from the story that are difficult.

   b) Put the words on cards.

enjoy	early
enough	worrying

   c) Match cards to words in the story.

   d) Shuffle cards and review in isolation.

2. Write new sentences with the same vocabulary used in the original. Ask student to read.

   a) The hot weather is lovely.

   b) I enjoy my vacation because it only comes once a year.

   c) Everything turns green in the spring and summer.

   d) I love to be out shopping with the kids.

   e) I have enough time in the spring to plant flower seeds and watch them grow.

   f) I was worrying about being late for work in the morning.

   g) I personally enjoy being able to go outdoors and watch the birds.

   h) The best time of the year is when the weather is hot.

3. Rewrite sentences or sentence parts but leave out words.

   a) I was able to go out _____.

   b) This is the _____time of year.

   c) I took my _____from work.

   d) I'm an outdoor _____.

   e) People take _____just to enjoy their summer.

   f) Birds sing in the _____ and early hours.

   g) _____turns into green.

   h) I love to start my _____in spring.

4. Work on difficult sounds and spelling patterns. Intermediate students will be challenged by "exceptions" to rules.

ea in weather	ea in early
leather	heard
feather	learn

o in <u>love</u>

comes

ou in <u>out</u> ou in <u>enough</u>

about

hours

5. Syllables. Two helpful syllable rules:

a) When 2 consonants follow the first vowel, the word is usually divided between the consonants.

en joy gar den mor ning

sum mer on ly shop ping

b) When only one consonant follows the first vowel, that consonant usually begins the second syllable.

re lax e nough pu pil

6. Word building.

a) Compound words:

out door every thing in to

be cause with out

b) Common endings (ing, s, es, er, est, y): Intermediate students can work on spelling rules applied to common endings.

<u>be</u> ing - root word ending in a vowel, does not change with <u>ing</u> ending

<u>shop</u> ping - Root word with short vowel ending in consonant doubles consonant before <u>ing</u>.

c) Suffixes: When going over story, look for suffixes such as: ment, ness, or, ic, ive, ble, ish, ful, age.

love ly vaca tion

d) Prefixes: In stories, student may use words with: pro, un, mis, inter, de, ex, in, con, ad, re, etc.

re lax

un do

7. The intermediate reader will be helped by drill on some of the items listed below when or if they are found in language experience stories.

a) Silent letters:

write lamb knock

b) Soft and hard sounds of c, g

circus cake goat general

cycle cone garbage gentle

c) Contractions:

didn't wouldn't they've we're

d) Irregular plurals:

geese feet oxen

Further Suggestions and Ideas

1. Use your student's interests as the basis for discussion leading to a story. If you're not getting a dialogue started, you might not be asking the right type of question. See below for more ideas.

2. For beginners, make sure that stories are short (3-6 sentences). If your student dictates a longer story, you may want to take it all down and then break it into smaller parts for teaching purposes.

3. It is more natural for most of us to write than to print. During tutoring, please print anyway. For a beginning reader, your printing will be enough of a challenge.

4. Don't summarize what your student says or correct his language. Try to write down his exact spoken words, even if he uses non-standard English. If

you change his words to yours, he will probably continue to say his anyway, and he'll associate the wrong written form with what he is saying (i.e. ain't - aren't).

5. You will certainly not use every follow-up activity with your student, but consider using at least a few of them. An adult can memorize a short selection very quickly--especially a selection he has created--but may not remember those individual words in another context, if no extra work is done.

More ideas:

1. Use directed questions. Here are a few examples:

   If you could have 3 wishes in life, what would they be? Why?

   What is your favorite hobby? Describe it.

   Explain the type of work you do. What parts of it do you like, and what parts do you dislike?

   What is the strangest thing that ever happened to you?

   Describe one of your funniest moments.

   What's the best thing/time that's happened in your life?

   Write a story about your family/spouse/son/daughter.

   Have you ever made a mistake in life? Tell me about a memorable one.

   If there's anything you could change in your life, what would it be? Why?

   If you had an unlimited amount of time and money, where would you like to vacation?

   What do you like about the President's/Prime Minister's recent performance?

   What's your favorite sports team?

What was the best choice that you've made in the last five years?

2. Take a picture from a magazine, newspaper, a poster, etc. and ask your student to tell a story about it.

3. For some students, you may want to use incomplete sentences as paragraph starters. Most directed questions from section 1 can be made into an incomplete sentence if your student is more comfortable that way. For example:

   "What's your favorite hobby? can be reworded as "My favorite hobby is...."

   "I like...." "I love...."

   "I dislike...." "I want...."

   "I fear...." "I hate...."

   "I admire...." "I trust...."

   "I believe...." "I think...."

4. Read a story that interests your student and, as you go along, ask him to summarize the story. This technique is good in helping to strengthen comprehension. Use newspaper articles, magazines, or a book chosen by your student.

5. Ask your student to retell a movie or TV plot that interests him. You can follow this up in another class by reading together from the newspaper or TV Guide.

6. If your student enjoys music, ask him to dictate the words from one of his favorite songs. Copy the words and use it as an experience story.

9. WORD PATTERN PRACTICE

by Martha A. Lane

Not everyone learns in the same way or organizes information in the same way. That is one reason why a given reading method or set of books does not work equally well for all persons.

Many reading materials are based on a synthetic approach to reading. The synthetic approach begins with the smallest pieces of a word--individual sounds, often represented by a single letter--and puts them together until the entire word is built. For example, suppose a student is studying the word best. With the synthetic approach, the student learns the individual sounds for each of the letters (/b/.../e/.../s/.../t/), then works on putting the sounds together. Many students can synthesize quite easily. But for those who find such blending of sounds difficult, this approach can be a nightmare. Perhaps one reason some have difficulty synthesizing is that the single, isolated sounds sound so unnatural. We just don't do that when we talk.

The analytic approach to learning a word starts with the teaching of the entire word. After the entire word is read several times, the word is broken down into parts (analyzed) so that those parts can be studied. However, the types of parts studied are a bit different than those used in the synthetic approach. As much as possible, common syllables and common letter combinations are stressed.

If a student is studying the word best analytically, the word will be read several times in its entirety, then it will be broken into just two parts, then it will be rebuilt immediately. The two parts will be: b and est.

The third crucial part of a reading lesson, word pattern practice, takes advantage of the analytic approach to reading. It is a very short part of the lesson, but don't let its brevity suggest insignificance. For many beginning students in particular, this is one of the most important parts of the lesson.

Because most English words begin with a consonant sound, it is necessary for the student to know the sound of the beginning consonants in every word used in a word pattern practice. For example, if the student knows the sounds

for only the first five consonants of the alphabet, do not use words beginning with k or m or z in any of the new words you ask him or her to decode. However, the student should be able to learn words beginning with b, c, d, f, or g, if a few simple steps are followed:

Step 1. Choose the word patterns to be studied from the lesson's language experience story or from a portion of the text just read.

Choose common word patterns. Especially at first, choose word patterns which emphasize regular spelling. Begin with word patterns which contain common root word endings.

Suppose, for example, that your student had just finished reading the following story (Laubach Way to Reading, Skill Book 1, Lesson 1):

This is a bird.
This is a cup.
This is a dish.
This is a fish.
This is a girl.
This is a hand.

....

The girl has a bird in her hand.
The girl has a cup in her hand.
The girl has a dish in her hand.
The girl has a fish in her hand.

The following words from this story would be good ones upon which to base a pattern practice because the part to be studied (the underlined part) is common, easy to say, and appears in many words: cup, hand.

There aren't many one-syllable words which end with ish. But since the student studies both dish and fish in this lesson, go ahead and teach the ish pattern.

The following words would not be good ones on which to build a word pattern practice:

this (is has two different sounds in this lesson)
the (irregular sound for e at end of one syllable word)
bird, girl, her (not common or predictable enough)

Step 2. Print the word patterns to be studied, being careful to underline the part being emphasized and to line up the words so that the similar parts are exactly under each other.

Use your best handwriting. It is important to line up the words exactly so that the student can easily compare and contrast the words being studied. For example:

cup	hand	dish
up	and	ish
cup	hand	dish
	band	fish

Avoid cute and slang words (such as hup), even though some students could decode them. Also avoid uncommon words until your student has gained some confidence at decoding.

Step 3. Ask the student to read aloud the first word in the group (it must be a word the student already knows or has just studied).

Step 4. Point to the underlined part to be studied. Say, "This part of the word says.....What does it say?"

You will actually read what the underlined part says. Be sure the student reads it correctly before continuing with the word list.

Step 5. Ask the student to read the remaining word(s) in the group.

Prompt only as needed. For example, if the student cannot figure out the word band independently, point to the b and say, "What is the sound of this letter?" Then point to the rest of the word and say: "What does this part say?" Finally, point to the entire word and say, "Please read the word."

Note that the first word written after the underlined part is the word with which you began the pattern practice. This is to ensure that you always go from a known word to the unknown words.

Patterns from Language Experience Stories

Do base word pattern practices on language experience stories, too. In such a case, it is okay to use spelling patterns the student has not yet studied in the text. Again be sure that you choose patterns which are common, frequently used and represent regular spelling patterns.

Read this language experience story:

> Today I had to bake a cake for a church supper. I usually like to bake, but not today! I just didn't feel too well. But they were counting on me. So I did it.

It would be fine to base a word pattern practice on bake, like or me.

Why would it be better not to use the following: church, too, supper?

What about using had, not, just?

Most students enjoy the word pattern practice portion of the lesson. Don't overdo it, though. Two or three groups of words will be plenty for most beginning readers.

10. MEETING STUDENT NEEDS

by Terilyn E. Turner

Knowing why your student wants to read is central to your success as a tutor. Why did your student seek help in the first place? This needs to be in the forefront of your mind as you plan each lesson. Remember that your student's reasons for wanting to read better and your beliefs about reading may not be the same. For example, you may view reading as a pleasure activity and love to read mysteries or a novel at the end of your day. Your student, however, may view reading as the means to a specific goal, such as finding employment. It is important for you to be flexible and sensitive to the needs and wants of each student. This chapter will help you do a better job of meeting your student's needs by bringing supplemental materials into your lessons.

When Your Student Brings in the Material

Always encourage students to bring things to class they want to read or write. When a student brings materials to the tutoring session that he wants to read, that's where you start! Frequently, the material your student brings will be beyond his reading level. With a little practice, you will be able to determine fairly quickly how difficult the material will be for your student. If you wish to get more information on the material, someone in your literacy program, or at the local library probably can help you perform a readability measurement. (See Chapter 15 for a brief discussion of assessing readability.)

The greatest danger in using material that your student brings in is that he will become frustrated if it is too difficult. Since you already know that this is material he wants to read, you want to capitalize on his high motivation without creating a frustrating experience for both of you. How do you do it?

If your student is a beginner (i.e. in Skillbook 1 or 2 of the Laubach Way to Reading Series), the vast majority of adult reading material will be beyond his capability. Depending upon the nature of the reading matter, a number of strategies are recommended:

1. If the student brings in a form about something

like a child's registration for school, social security or a job application, help him fill it in during the tutoring session. Forms cannot wait until your student can read them! On the other hand, you do not want to devote every session to solving your student's problems. Your role as a tutor is to teach your student reading and you need the lesson time to do that.

2. If your student brings in the Bible, determine the level of difficulty relative to your student's reading level. For example, the Good News for Modern Man version is much easier than the King James version. The Good News for New Readers selections available from the Bible Societies are easier, still! Select passages that your student probably already knows from memory, such as John 3:16. Use those passages to reinforce skills learned in the text, such as word patterns, consonant blends, and sight words.

Hymnbooks are an excellent source of reading material, because your student will know the songs by heart. Frequently, the hymnbook or Sunday school books will provide easier reading than the Bible itself, and will satisfy your student's primary goal. Many churches also publish easier versions of the Bible which can be obtained through the church library. New Readers Press and Lutheran Church Women also offer religious literature for beginning readers. (LCW also keeps on hand samples of materials provided by other church groups.)

3. If your student brings in a book or books that are beyond his ability, explain that he will be able to read them, but not right away. Explain that you will work on them a little at a time. This is quite common if your student is employed and has work-related reading.

For example, a sanitation worker brought in the city index listing all of the streets in the city in alphabetical order. Another student brought in the service manual for General Motors' automobiles. In each case, the tutor worked with the student using a variety of strategies during every lesson.

Duet reading, described in Chapter 15, is an excellent technique to use with material your student brings to the tutoring session. A little preparation for the tutoring session will enable you to apply skills learned in the textbooks to the reading material provided by your student. Word pattern practice easily lends itself to any reading material. It is perfectly acceptable for you to read to your student, particularly if you include

comprehension checks as part of the experience. Discuss the material with your student, asking him to predict what he thinks the passage is about. If there are pictures, discuss them in detail, relating the meaning to the printed work.

Using the Newspaper

Ask your student if she reads the newspaper. You may be surprised by her answer! Many students buy the newspaper or someone in their family subscribes to the paper. Neighborhood papers are frequently delivered free to their homes.

The newspaper is an excellent teaching tool. It is obviously adult reading material, so your student will not feel embarrassed to work with it in public, or at home. Most newspapers are written at approximately a sixth to eighth grade level, but may vary greatly from section to section. Regardless of your student's interest, she should be able to find information about it, whether it be sports, recipes, television or current world events. If you don't know your student's interests, ask. Then use this information when working with the newspaper.

Your student does not have to know all the words to get meaning from the newspaper. Help your student to use the pictures, charts and drawings to find the author's meaning. Beginning students will be able to: find the name of the paper on the front page, find the date and the name of your city, find the page numbers, and the different sections of the newspaper. Use the headlines to identify letters and practice consonant sounds just learned in the textbook. This is an important exercise for your student. She needs to transfer the skills she is developing from the textbook to the real world. By using the newspaper to reinforce skills you have just taught, your student can connect what happens in the tutoring session to the rest of her world.

Encourage every student to watch the news on television and then look for the same story on the front page. (This same technique can be used with sports events!) Readers use information that they already know to help them understand what they are reading. They use what they know to make a reasonable guess about what is actually on the page.

Explain to your student that pictures, titles and headings help us to predict what is coming. Help her relate what she already knows to what she is reading by

asking her about the topic. If your student has seen a movie, discuss the movie, then ask her to find the advertisement for it in the movie section. The more familiar your student is with a subject before she reads it, the better she will understand the story. This is an important strategy for all reading material that you can teach your student by using the newspaper.

The television section of the newspaper can be used by students at all levels. Ask students what they like to watch, then help them to find those programs on the schedule. One caution is in order: reading the grid which shows times and channels for programs is a difficult skill for many students. Reading a schedule, whether television or bus, requires left/right and up/down coordination simultaneously. Be sure your student is ready for this skill before you begin! Help your student read the descriptions of television shows. In the beginning, use the duet reading technique with the descriptions.

News For You is a weekly newspaper published by New Readers Press for beginning readers. It is adult in tone and format and includes practice exercises. Your local literacy council, adult basic education resource center or library should have copies available. Or your student can subscribe directly.

Suggestions for teaching with or how to read the newspaper can be found in many reading books, and in the newspaper itself. Most newspapers have an Education Representative. This person provides help to public school teachers on how to use the newspaper in the classroom. By getting on the newspaper's mailing list for teachers, you can receive a wealth of information on how to use the newspaper. Since the majority of suggestions are geared towards use with children, you will have to determine which would be appropriate for your student or how to teach the same skill in a more adult manner.

Take a Reading Trip

Travel is frequently difficult for new readers because they cannot read well enough to get around easily. Take a "reading trip" or field trip with your student. You can travel by foot, car or bus to a place your student would like to go. Walking around the block can provide abundant reading material in a city. Signs, advertisements and names will keep both of you busy reading! If you are using Laubach materials, Skill

Book 3 is an ideal time for a reading trip since the "Reading for Living" section lends itself to real life experiences. A trip to a nearby McDonalds for lunch and menu reading will provide a pleasant change from the usual tutoring session and will help to transfer skills learned in the book to a real life situation.

As a tutor, it is important that you prepare for a reading trip just as carefully as you would for any lesson. Take the walk or trip by yourself first, noting words and phrases that will be useful for your student. Planning ahead will allow you to determine how you can use the experience to your student's best advantage. As you go, ask your student to think about what the signs might say. Ask your student the names of places, signs and streets as you travel. Read together any that your student doesn't know, and decide which ones he would like to learn later. Make notes for review and reference at later lessons.

Changing and Reaching Goals

One of the most difficult tasks of a tutor is helping the student set realistic goals. At first, it may be hard for you to determine which of your student's goals are realistic and which aren't. After a little experience, you will be able to project how long it will take her to achieve a stated goal. It is your responsibility to tap into the enthusiasm, clarify your student's expectations, and be honest in your appraisal. That's quite a task for anyone! You can do it if you trust your own instincts as one caring human being for another.

At the outset it is probably best to accept your student's goal as it is stated to you. After several sessions you may find that your student is aware without your saying anything that her goal will take longer to achieve than she expected. On the other hand, you may need to discuss this with your student directly. Using strategies such as duet reading, oral reading, word patterns, and language experience, you can and should incorporate your student's goal into every lesson plan.

When your student achieves her goal, such as passing a driver's license exam, it is important to take time to celebrate! Setting a new goal is a process that should begin before completion of the last goal. Building a sense of achievement and accomplishment is vital for every student's success.

Your sensitivity to your student's needs will help you recognize the "teachable moment." The "teachable moment" is a term used in education for learning which occurs in an unplanned way. You may have carefully prepared an excellent lesson for your tutoring session, but your student arrives distraught over a letter that came in the mail. What do you do?

You would like to move ahead in the text and use the other material you worked so hard on for the session. But the needs of your student are so clear that part of your lesson will be put off, in favor of working on the letter and an appropriate response. As a tutor, you must be flexible enough to change <u>your</u> goals as well. The role of tutor provides you with the opportunity to be creative and sensitive to the needs of another human being. Helping students meet their goals will afford you incredible joy and satisfaction.

11. HOW TO SET UP A NEIGHBORHOOD READING CENTER

by Martha A. Lane

A neighborhood reading center is a place where people can meet, in their own neighborhoods, for free reading and writing lessons. It can be as simple as a private residence being opened at specific times each week to a handful of reading students and tutors. It can be large enough to involve several hundred students, tutors and teachers meeting regularly at a neighborhood meeting place. Many reading centers are somewhere in between. Most often neighborhood reading centers are set up in libraries, churches, places of business, community institutions and community agencies. In many areas, Adult Basic Education (ABE) programs sponsor neighborhood reading centers. ABE-sponsored centers sometimes are called drop-in centers or adult learning centers.

For the purposes of this discussion, a neighborhood reading center is defined as one in which at least 10 adults are studying basic literacy skills.

Regardless of its size or complexity, every neighborhood reading center needs:

1. a coordinator or director--someone in charge who is responsible for seeing that: the place is open and staffed at the agreed-upon times, there is adequate heat, light, tables, chairs and so on;

2. an adequate supply of teacher and student materials, (unless these are supplied by another program or agency);

3. space for a small library of materials which students, tutors and teachers may check out, buy, or receive gratis, depending upon the type of materials;

4. file drawers, in which teaching records, forms, brochures and so on may be kept;

5. an easily accessible telephone, available during center hours, so that students, tutors and the coordinator may make whatever calls are necessary regarding sessions, student progress, tutor assignments, and so on.

6. to be open at least six hours a week (preferably at least 15 hours weekly), at days and times practical for both students and teachers;

7. a modest operating fund, for purchasing materials and other supplies, refreshments during workshops or special meetings, and so on;

8. ramps, elevators or whatever other features are necessary to make it accessible to physically handicapped participants;

9. access to restrooms;

10. on a public transporation route, if at all possible;

11. easily identified as a reading center by a well-placed, well-illustrated sign.

The Coordinator's Role

The reading center coordinator can make or break the program, so choose this person very carefully. If at all possible, the coordinator should be affiliated with whatever group or organization is providing the space for the center. For example, if a church provides space, it is wise to seek a coordinator who is a member of that congregation. When libraries provide space, someone from the library staff often serves as the center coordinator. Such coordinators are already familiar with both the facilities and the sponsoring group. This makes it easier for the person to serve as liaison between the center sponsor and those using the center. It also increases the coordinator's sense of accountability to the space provider.

It is essential, however, that the coordinator also be someone who is readily accepted and trusted by both students and teachers. In some centers, students and teachers together elect the coordinator and the coordinator serves a specific term (6 months, one year or two years). All-volunteer centers often find it helpful to have co-coordinators (for example, one person to coordinate on Monday and Wednesday evenings, while another staffs the Tuesday and Thursday morning sessions).

In many programs, the center coordinator has publicity and public relations chores, as well. He or she interprets the center's work to the press, potential students and tutors and the group providing the space.

An articulate, outgoing, enthusiastic person will be a tremendous boost to the center's program.

A sample job description for center coordinators is located in the Appendix, along with job descriptions for reading students and volunteer tutors. Sample "contracts" for students, tutors and coordinators are also included. Study them carefully to see the responsibility each has for making a reading center really work.

Availability of Materials

Two kinds of materials are essential to any neighborhood reading center: the core curriculum and a library of supplementary materials. Usually tutors and teachers are trained in the use of specific materials, such as The Laubach Way to Reading, and receive their set of materials at the workshop in which they are trained. (The training workshop may or may not be a reading center responsibility. If it is, the coordinator often is responsible for ordering or otherwise securing the needed workshop materials.)

If at all possible, a small library of high-interest, low-reading-level supplementary materials should be set up and maintained in a permanent place in the center. The library can contain materials correlated to the student curriculum, relevant materials on loan from the library or ABE program, and low-cost or give-away items provided by community groups.

For example, many churches provide the American Bible Society's Good News for New Readers free of charge to students; community extension agents often supply well-illustrated pamphlets on gardening; health-related groups can supply first-aid pamphlets and posters and service stations or oil companies can provide car care information. Lutheran Church Women publishes low-cost, easy-to-read materials for beginning adult readers, as do a number of community literacy programs.[1] See the Appendix for a sample of such student materials. The sample is titled Dictionaries.

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[1] For a free catalog of LCW-produced literacy materials, write Volunteer Reading Aides, 2900 Queen Lane, Philadelphia, PA. 19129-1091.

Other Essentials

In most centers, students and tutors sign in when they arrive and the tutors fill out a brief lesson report before they leave. These, plus other confidential records need to be put in a safe place. A couple of file drawers which lock are often adequate.

A telephone is very important to the smooth operation of a center, especially during class times. Some space providers leave an office with a phone unlocked and make it available gratis for reading center business. Other sponsors may install a special phone expressly for the center's use. Perhaps the least desireable arrangement is a pay phone--but a pay phone is certainly better than no phone!

Very few neighborhood reading centers are alike, just as few neighborhoods are alike. Each center must meet the needs of its students and teachers. One of the most crucial needs is for sessions to be scheduled at times suitable to students and tutors. In some neighborhoods, housewives need to be involved while their children are in school. If a lot of people work night shifts, evening or early morning hours might be necessary. If a number of students or tutors are unemployed, they may prefer to concentrate their work into more hours and less weeks.

It is also necessary to schedule the sessions when the organization providing the space does not need it, of course. On rare occasions it might be necessary to cancel classes so that the sponsoring organization can use the rooms for a special event of its own.

All in all, a neighborhood reading center can be a very low-cost operation, if both community groups and individuals volunteer their services and resources. Most centers do find it necessary to maintain a modest operating fund, however, to cover the cost of books, coffee, chalk, babysitting, film rental and such. Sometimes another community group such as a bank or a community fund or foundation will underwrite the operating costs.

Many centers also find it necessary to have fund-raising events such as car washes and cake sales and to charge both students and tutors a membership fee (most often $3 or $5). Whether the center's need is for money or for something else, it is essential that both students and tutors are involved in solving the problem.

Centers, like individuals, need all the support they can get. Centers may choose to affiliate with a national literacy organization such as Literacy Volunteers of America, Laubach Literacy Action, the Movement for Canadian Literacy or Laubach Literacy of Canada. If a state, provincial or area literacy network or coalition exists, by all means get involved. Most such organizations or networks publish a newsletter or newspaper for students and tutors.

12. COMPUTER-ASSISTED TUTORING

by Terilyn C. Turner

The real title of this chapter is: "Everything you wanted to know about computers but were afraid to ask!" Do you have to know about computers to tutor? Definitely not! But computers are part of all of our lives, including your student's. You might ask your student if she has ever played Donkey Kong or if he has ever played Pac Man. You may be surprised by their answers. Newspapers are printed by computer as well as the books you are using. It's not surprising that computers should find their way into literacy instruction.

Computers and Literacy

So far the use of computers for literacy instruction has been sporadic. Computer-assisted instruction developed in the early sixties and experimental projects were conducted around the country with mixed results. By far the most extensive basic skills program was the PLATO system developed in 1962 by the Control Data Corporation, University of Illinois, and the National Science Foundation. The project cost $900 million to develop and was designed to teach reading and math to adults reading from third to eighth grade level. The chief problem with computer-assisted instruction has been the expense. Although there were other problems, such as software* design and hardware* glitches, the cost was the overriding concern. The computer terminals were on-line* through telephone cables to mainframe* computers located across the country. The technical difficulties and expense caused many experimental projects to be abandoned.

In the last five years a new arrival on the computer scene has brought about a revolution in computer usage: the microcomputer. These self-contained units (for example, Apple, TRS-80, PET, and IBM-PC) allow a flexibility not known previously with the on-line terminals. They are portable and relatively inexpensive. Compared to the technical requirements of

*See Computerese for Tutors at the end of the chapter

the mainframe computer, a microcomputer allows the tutor to remain blissfully ignorant of data processing.

Why Tutors Should Know About Computers

Computers can do some things that you can't. They can be used by students to practice skills over and over. A computer never gets bored or tired. Computer instruction allows your students to have privacy. It enables them to correct their own mistakes without trying to please someone else.

A computer can motivate your students by providing a new and exciting means of instruction that perhaps did not exist when they were in school. The novelty alone can result in more stimulating tutoring sessions. The computer gives you the opportunity to observe each student's learning in a new way.

Computers can give you information about your students that you may not have access to directly. Computer programs exist that can test each student and provide you with diagnostic information. Programs can determine the reading level of materials each student is using. Student records can be kept on the computer, assuring that a new tutor can find out about his or her student without a break in instruction.

How Computers Are Used In Literacy Programs

Currently, microcomputers are being used in three basic areas of literacy instruction: management (or record keeping), direct instruction, and tutor training. By far the greatest use is in management. Literacy councils use word processing for letter and proposal writing. Mailing labels can be generated automatically on computer printers. Tutor and student matching on computer provides freedom from card files and paper lists which get lost. Student test scores can be stored and tabulated. This information is extremely important when literacy groups are asked to document the need and the services they provide. For any type of research study, a computer can save time and energy by compiling data and giving statistics.

The second potential use for microcomputers is instructional. Your student may be less afraid of a computer than you are! The most difficult part of using an Apple, TRS-80, Commodore, Atari, or other computer is

finding the software that is right for your student. Few materials have been developed for adults who are functionally illiterate. However, many materials exist and can be used which were designed for elementary school children. More materials exist in the area of math which would be appropriate for adults than in the area of reading. When selecting material, you need to use it first, to be sure that it is an appropriate reading level and interest level for your student. Ducks and chickens will not do for adults!

Software varies in the amount of work that has to be done before you can use it. Some programs allow you to insert the words and reading material for your student. Although these require a greater knowledge of computers, they offer more opportunity for individualized instruction.

At the ABLE (Adult Basic Literacy Education)Center in Charlotte, North Carolina, the following programs are being used successfully while students are in Laubach Way to Reading Skill Books 1 through 4, and working with a tutor:

1. "Vowels"
   "Consonants"
   "Create-Fill in the Blank"

   Hartley Co.
   P.O.Box 431
   Demondale, MI
   48821

   These three programs use a cassette control device attached to the microcomputer. Words from the Skill Books' word lists have been programmed into the micro and have been put on the tape recorder by a tutor. Students listen to the word and then type in a response. A correct answer receives great praise.

2. "What Was That Word?"

   Edutech Corp.
   P.O.Box 11354
   Palo Alto, CA
   94306

   This program has a game format. The amount of time allowed to play can be altered depending on the student's level. Words from the text's word list have been programmed in by tutors so that students can practice before and after sessions. It is fun to play!

3. "Crossword Magic"

   Central Software
   Columbia, SC

   This program is used with a printer to create a crossword puzzle with clues and answers supplied by the tutor. It is used as part of language experience instruction.

4.	PLATO Basic Skills Control Data Corporation Minneapolis, MN (or division closest to you)	Software from the original reading and math basic skills series can now be purchased for the Control Data Corporation micro, TRS-80, Apple, and TI computers. The drills rather than the tutorial portions are available on a limited basis. The advantage of any of the PLATO materials is that they are designed for adults, not children.

A third use of the microcomputer is for tutor training and tutor assistance. This is probably the least used opportunity for integrating microcomputers and literacy instruction. Some literacy programs are using microcomputers to assist tutors by performing readabilities on their students' reading materials.

A readability index is a formula applied to reading materials to give a grade level equivalent. For example, a book with a readability of 4.2 would be written at a level that a fourth grade student would understand. Although there are problems with giving too much significance to a readability score, it will provide information about your student's reading. If a student has to read material on the job, a readability formula will assess the level at which the material is written. You can use this information to design lessons and determine how successful your student will be with his or her reading on the job.

Programs exist for nearly all the microcomputers that will apply readability formulas to printed prose material, and should be available at a local computer software store. If you would like more information on how readability formulas work, ask a reading teacher for help. (Chapter 15 also has a brief discussion of assessing readability.)

How To Preview and Purchase What You Need

As you know, your student's needs determine your lesson plan goals. Likewise, be sure the software you select is appropriate for your student. Most previewing is done with demonstration disks. Unfortunately, demos rarely give enough information to make accurate purchasing decisions. Some software companies allow for a thirty day return policy. Use it!

If you want to know more, visit a school where microcomputers are being used. You may find a program that would be just right for your student. Unfortunately, programs at community colleges and vocational schools are likely to be too difficult for your student, while those in elementary schools may be too juvenile. It is usually worth a visit to find out who is using what in your community, and to determine what will work for you.

If you don't have a microcomputer and want one, the situation is far from hopeless. Literacy programs have been able to get microcomputers through grants and direct donations. A business, civic club, computer store, or private foundation is often willing to donate the hardware. In fact, it is often easier to receive the donation of a microcomputer than to solicit for operational funds. More and more, local libraries have computers available for public use (usually by signing up for a specific date and time).

It is important that you know why you want one, what you would do with it if you had it, and how you would implement its operation. If you can identify a specific need, volunteers can be recruited to develop a computer program. They are just waiting to be asked!

Even as this is being written, the information is becoming obsolete. New projects and ideas are being tried out every day. If you are using a computer in a way not mentioned here, why not call and tell us about it? (215-436-2200!) Someday, we envision an Adult Literacy Users Group where we can share information about computers and literacy instruction. Meanwhile the computer offers an opportunity to explore new and better means of helping our students to be successful readers.

Computerese For Tutors

BASIC	The programming language used on most computers today. It stands for "Beginners All-Purpose Symbolic Instruction Code."
BIT	The smallest unit of data recognized by a computer. It stands for "Binary Digit." Eights bits make a Byte. Microcomputers' memory capability is measured in kilobytes or "K". The more "K" the greater the memory.

BUG	A problem or a mistake in the hardware or software.
DISC	(also DISK) Short for "floppy disc" or "hard disc". The discs contain the software or program.
DISC DRIVE	The small rectangular container into which you put your discs. The disc drive reads the program from your disc. For certain programs, two disc drives are required. (Be sure you have the correct hardware for any software purchased!)
HARDWARE	The machinery or equipment that makes up the computer system. Hardware is what you see when you go into a computer store. The keyboard, monitor, disc drive, and printer are all hardware.
INTERACTIVE	Used to mean a variety of things, but usually refers to the capability of software to branch according to a student's response. Programs which can handle only "yes" or "no" responses, or do not provide additional help if an error is made are not interactive. In short, interactive programs are better.
MAINFRAME	Short for "mainframe computer". A big computer to which your terminal is connected by telephone lines and is "on-line."
MENU	Options available within a program. Located at the beginning of the program, it tells what choices you have.
MICRO	Short for "microcomputer", also known as "personal" or "home" computer. A self-contained portable unit that plugs into a

wall. Costs run from $100 to $10,000, depending on the capability. Popular brands include: IBM-PC, APPLE, TRS-80, TI, PET, COMMODORE.

SOFTWARE

The instructions that go into the hardware, or equipment. "Computer program" is another name for software. Software can be purchased as packages or programs for the micro. The user can also design his or her own software.

13. TEACHING SPELLING

by Jeanne Smith

We are probably all familiar with spelling workbooks, spelling lists, spelling bees and spelling tests. We have also heard many students say that they can read but they can't spell. Adult poor readers who do write regularly limit themselves to a small bank of words which they know they can spell, thereby avoiding making errors that might embarrass them.

A beginning reader can learn spelling through the basic correspondence of the names and sounds of letters. This is an essential aspect of beginning reading instruction and should not be neglected. Inevitably, however, students do continue to spell words like they sound, producing such errors as "bred" for "bread", "rite" for "right" or "iland" for "island".

Consider the following letter:

> Dear Mistur Webster:
> I am a nacheral born speller, never tuk a lessun in my lif, and am just the man to help you with your nu dikshunary. I wurk cheap.
> Hirum Jonz[1]

Hiram is obviously not embarrassed and is really an excellent phonetic speller. When students make these types of errors, they are exercising common sense and applied knowledge.

Some Reasons for Spelling Errors

There are many reasons for spelling errors. Five of the most common are discussed below:

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[1] Ludwig, Richard R. and Eugene F. Barrett. Words, Words, Words: Vocabularies Dictionaries. Montclair, NJ: Boyton Cook, 1981. p. 124.

1. Students may misspell a word even though they spell it the way it sounds. (This is because English has so many variant spellings for the same sound.) Most spelling errors are of this type. For example:

attempted spelling	correct spelling
why'll	while
rite	right
naber	neighbor
greatfull	grateful

You can see how often such errors could be caused by a homonym confusion. Exceptions to phonetic spelling rules also confuse new spellers.

2. Students may misspell a word because they mispronounce it. Whether students use a non-standard or regional dialect, the way they pronounce words will dramatically affect how well they are able to spell:

non-standard or regional	standard
Amber	Ambler
fine	find
lock	locked
cawfee	coffee
tin	thin

Assure students that non-standard and regional pronunciations are fine in appropriate situations. However, standard pronunciations will help them to achieve standard spellings--which is essential to students hoping to enter job training or advanced adult education classes.

3. Students may misspell a word even though they write the correct letters. This type of error often occurs when students memorize spelling words. They remember the correct letters, but just can't remember the order in which they appear:

attempted spelling	correct spelling
siad	said
shcool	school
spuper	supper

Students who make such errors are not necessarily "dyslexic". They are more likely demonstrating spelling inexperience or lack of knowledge about sound-symbol relationships. The student might not have written

"spuper" if he or she had been more aware of the consonant blend "sp" and its sound.

4. Students might write a correct spelling but spell the wrong word. For example:

spelling	word intended
were	where
tired	tried
lift	life
half	have

5. Students try to spell words that are not in their vocabularies. They make wild, often panicked guesses:

attempted spelling	correct spelling
cloerfck	dynamic
thsotfld	therefore
nuklar	nuclear

Strategies for Teaching Spelling

Spelling instruction is an integral part of teaching beginning reading. Basic spelling begins with the student's recognition of: 1) the regular sound-symbol relationships and 2) the most regular word patterns. Later spelling instruction includes a variety of rules, exceptions to rules, dictionary use and study skills.

Since reading, writing and spelling skills reinforce each other, it is important to actually teach spelling from the earliest lessons. Here are some ways in which you can proceed:

1. Teach the sound-symbol relationships of letters and word patterns.

Students decode words they cannot read. They learn how to break down a word and sound it out. Similarly, students must learn how to write words they cannot spell. They must learn to listen for the sounds in the words and write the letters and word patterns which represent what they hear.

For example, students learn to listen for which consonant sound begins the word. Later, they begin to practice hearing that sound at the end of words. Students also learn how to identify, by hearing, the various word

patterns, short and long vowel sounds, consonant blends, prefixes, suffixes and so on. That is, they begin to recognize letters by how they sound together, as well as by how they look on paper.

It is important for every tutor to know and understand what these basic spelling elements are. Please study the Checklist of Basic Phonics Elements in the Appendix. Refer to it often in your teaching.

2. Teach homonyms.

Homonyms are words which sound alike but are spelled differently and have completely different meanings (vane, vein, vain).

The spelling error "greatful" is a good example of a homonym error. "Great" is spelled correctly, but "grate" is what is needed in "grateful". To learn homonyms, students must understand both the sound/symbol correspondence and the sound/symbol variation possibilities. They must also know which spelling goes with which word meaning.

Introduce students to homonyms by helping them to:

a) recognize that homonyms exist in English, even among the most frequently used words (to, too, two; there, they're, their);

b) become familiar with common homonyms without feeling pressured to remember all the correct spellings and meanings at once;

c) begin to recognize homonymns in their reading materials and understand meanings from the context;

d) begin to use correct homonym usage in their own writing; and

e) study and become comfortable with homonyms when writing and spelling.

Remember that homonyms exist among the most frequently used English words. Use the following list of common homonyms (based on Edward Fry's New Instant Word List of the 100 most commonly used words in printed English), as a quick reference:

for, four
be, bee
or, ore, oar
one, won
by, bye, buy
not, knot
we, wee
your, you're
their, they're, there
but, butt

do, dew, due
so, sew
some, sum
would, wood
time, thyme
no, know
way, weigh
been, Ben
made, maid

3. Teach sight spelling.

Students learn to read many words by sight. They don't learn to sound out sight words. Rather, they practice reading them until they can recognize them instantly on sight. This is a crucial skill because, as we have just seen, many common words are not spelled phonetically. Help your students to learn to spell the most common sight words as soon as possible.

4. Teach social sight words.

Social sight words are not necessarily on high frequency word lists. They are the important words students need to be able to read on signs, in warnings, in cards and business forms (stop, danger, happy birthday, occupation).

Teach every student to spell the following words as soon as possible:

student's name, address, phone number
names of family members
social security or social insurance number
date of birth
days of the week
months of the year
the most essential signs at student's place of work
time words

5. Teach some spelling rules and hints.

Don't overdo the teaching of rules. On the other hand, do explain things as appropriate to the lesson. As you become familiar with a student's learning style, you will know what types of hints might be most helpful. Adult beginning spellers want to understand the why of things, just as you do. Keep track of the spelling rules and helps you have already taught students. Check your teacher's manuals or a good English handbook for other spelling helps.

6. Teach meaning families

"Meaning family" means a group of words which share similar meanings but which often represent different types of speech (nation, national, nationality). Students will be able to spell most words in the meaning family correctly if they learn the key words on which the entire family is based. Explain to your students that sometimes when English words aren't spelled as they sound, it's because the spelling is used to show meaning families instead of sound families.

In the following sample exercise, students are given five correctly spelled key words. Then, they circle the correctly spelled word based on the key word's spelling. (Note that students are not asked to spell anything from memory in this exercise. This means that even quite beginning readers can do this type of drill.) Begin to compile lists of meaning families for your student to study.

critical	grade	native	race	right
critisize	gradual	nashun	rashul	ritechus
criticise	grajual	nation	racial	reitchus
	gradjual		ratial	righteous
				richeous

7. Teach dictionary skills

In most cases, you have to know how to spell a word before you look it up. However, people frequently use dictionaries for spelling, rather than meaning. Stephen Judy, an English teacher for many years, suggests the use of word guides instead of regular dictionaries if students are trying to check just spelling. Without definitions filling page after page, it is easier for students to find words. He recommends Webster's Instant Word Guide. Intermediate level dictionaries can usually suffice as a spelling guide for beginning writers. They are easier to use than college dictionaries even if they are less comprehensive. An easy-to-read guide to using dictionaries is reprinted in the Appendix. It is designed to be used with beginning readers. The four page guide is titled Dictionaries.

8. Teach Study Skills

One of the most valuable things tutors can do is to help each student discover study skills suited to his or her learning styles. Some students in Philadelphia designed and practiced the following step-by-step study list for

memorizing spelling words. It really works!

1. Look at the word.
2. Read it to the tutor, to be sure you are reading it correctly.
3. Close your eyes and see what the word looks like in your memory, then spell it to yourself.
4. Look back at the word. Did you remember it correctly?
5. If you remembered it correctly, write the word without looking back at the word; then check your spelling. (If you made a mistake, repeat steps 1, 3 and 4 until you can write the word correctly.)

Students should usually study only three to five individual words at a time, then review. Study no more than a total of ten words in a given study period. Review frequently!

9. Teach Spelling and Writing Together

Spelling and writing go hand in hand. Students who do not write, do not spell. In their book, Student-Centered Language Arts Curriculum, James Moffett and Betty Jane Wagner say:

> The main thing is for the writer to plunge ahead with what he has to say and make educated guesses without fear of penalties and errors. Spelling improves greatly with constant trying but students who write a lot and with pleasure will make many mistakes for the simple reason that they dare to try to spell any word they can say. But if they are made to feel spelling errors are shameful, they will not attempt to practice as much as they need.[2]

Remind your student again and again that in beginning writing, spelling errors are to be expected. Many adult students have told me that no matter how many spelling words they study, they forget them if they don't use them. Of course, the only way to use them is to write.

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[2] Moffett, James and Wagner, Betty Jane. Student-Centered Language Arts Curriculum: Grades K-13. Boston: Houghton Mifflin, 1968. p.228.

Use the strategies discussed in this chapter to help students learn how to spell. Use the ideas in the next chapter to encourage students to write. Later take a good look at the kinds of errors the student makes. Begin a personal list of spelling words for each student to study. The words should be from the student's own writing. Keep a running list of words students have attempted to spell with the correct spelling written beside each word. Show students the types of errors they make so they can understand the errors and how to correct them.

14. TEACHING WRITING

by Jeanne Smith

Persons who learn to read and write as adults often experience the following problems regarding writing:

- anxiety when asked to write;
- reluctance to write;
- a great fear of making spelling errors;
- the habit of continuing to memorize all important information (instead of writing things down);
- limited expressive writing (because students use only the words they are sure they can spell);
- limited writing experience in general, (because students never previously used writing for job-related or personal reasons).

A special problem for beginning writers is their audience. Where can they find an accepting, understanding, supportive audience? Who will they write for--themselves, their tutors, their friends or their families? If they do write for those people, will their writing errors be scoffed at? What will happen when they begin to attempt writing on their jobs?

Although writing may pose such problems for adult students, please teach writing skills, anyway, regardless of student's reading level. Writing and reading are the flip sides of the literacy "coin" as it were.

Language Experience

The language experience writing technique gives students the opportunity to see their own words in print. The tutor writes whatever the student dictates, then together they study the student-authored text. This technique enables students to experience the intrinsic relationship of oral and written language. Often, students say they want to read and write so they can write letters to family members. The language experience technique is excellent for this. See Chapter 8 for detailed suggestions for using the language experience

technique. (This is one technique all tutors should master.)

Copying

Imagine trying to write Chinese for the first time. No doubt you would give great attention to every single stroke of your pen. And, no doubt, you would find it very helpful to copy the Chinese symbols until you could make them correctly and independently. Beginning writers are in a similar situation. When students begin their lessons, they first learn to write the alphabet. Think how exciting it must feel to write whole words and sentences for the first time!

Providing material for students to copy enables them to succeed writing entire sentences correctly even before they have learned punctuation and spelling rules. Begin with materials familiar to the student such as favorite Bible verses, poems, song lyrics. Emergency phone number lists and personal address books also make good copying projects. Students will also be copying their language experience work. Copying things correctly is an important step tewards more fluent, independent writing.

Sustained Writing

When I was a child, I loved to watch my mother write. Watching her form words by moving her pen across the page looked like a magic trick. I would try to do what she did by imitating her behavior. Since I hadn't learned how to write the alphabet yet, I couldn't make my writing look like hers, but I continued to "practice" until I started school.

Imitating my mother gave me the feeling of what it was like to write. I was establishing a writer's behavior. Holding a pen became familiar, using a pen became natural and paper was a friend.

Sustained writing is a popular technique that does the exact thing I had done as a child. It works for students of all ages, and is used with adult students in both community college and community literacy programs.

Try sustained writing first yourself! Either printing or cursive writing may be used--whatever the writer feels comfortable with. Here's what to do:

1. Get a pencil or pen and some blank paper.

2. Set a timer for 3 minutes. (Later, try 5 minutes!)

3. Begin writing and write continuously. Do not stop writing! If you can't think of anything to say or if you're afraid of spelling words incorrectly, just re-write the same words. You can even write your name over and over again. Whatever you do, do not stop until your three minutes are up.

Once students get the hang of it, they enjoy sustained writing experiences. They get the feeling of what it's like to write without stopping. They find it refreshing to write without worrying about what to say, how to say it and how to spell it. They can begin to have positive experiences with pencil and paper. They can begin to feel that writer's behavior I mentioned earlier.

Sentence Completion

This technique enables students to begin to write entire sentences. Students are given a half-completed sentence. Then they finish the sentence.

Sentence completion exercises enable students to express some important thoughts, feelings and ideas in writing--often for the first time in their lives. Because they are working on just a single sentence, the task does not seem formidable. Because part of the sentence is written for them, they will have less chance of spelling and punctuation errors. Be sure to offer speiling help, as students often want to use difficult words in sentence completions.

If you have beginning readers, you may find it necessary to write the entire sentence as the students dictate it.

Try these sentence beginnings:

I wish....	I believe....	I will....
I know....	I hate....	I think....
I want....	I love....	I never....

I am proud of....
When I am sixty five, ...
My hardest decision was to....
If I could change one thing about my town, ...
I would like to....
My children will....

Below are samples of sentences written by some of my students. Notice how much even the most simply worded sentence can convey.

I miss my wife.
I want money.
I believe in God.
I hate nobody.
My children will be happy.

Journal Writing

A journal is a notebook set aside for the sole purpose of writing. The journal is the personal property of the student. No one may read the journal except the student, unless the student chooses to share it with someone.

The purpose of a journal is to provide a place where students can write without fear of failure or criticism. Journal writing alleviates these potential fears when they are associated with writing. What matters in the journal is the attempt, not the actual outcome. Journal writing is the opportunity to experiment.

Remind students who fear spelling errors that spelling errors are of no consequence in journal writing. (That is not to suggest that spelling errors are to be condoned. Rather, this is not the place to emphasize spelling.)

If students do journal writing in class, some will want you to correct their spelling as they go along. Others will not even want to show you what they are writing. Do whatever seems appropriate with each student, so long as you do not interrupt their train of thought or flow of writing.

Journal writing seems to work best when practiced about ten minutes a day. Students need to work up to doing it every day, so don't push. Often two or three times a week is as much as students can get used to doing.

Introduce journal writing in a tutoring session. Devote about ten minutes per lesson to it. Tutors must also keep journals! Tutors and students both should write during these ten minutes because the modeling and support of the tutor also writing is essential. Share what you wrote by reading your journal entries aloud. Invite the students to share if they so desire. A journal is really very much like a diary, so never force anyone to read from a journal.

(You don't have to share everything you write, either.)

If students have trouble thinking of something about which to write in class, suggest something. Of course the journal can also be a place for copying, sustained writing and sentence completion exercises.

Some students will report that they just couldn't get started when they tried to write at home. Suggest that they try something like:

I can't write today because....

Do not mark up a student's journal. Don't grade entries, either. Both tend to stifle an anxious beginning writer. If students get used to writing, if students become less afraid of making errors because they know they won't be graded, and if they even start to like writing--even just a little--journal writing will have been worth the effort.

Functional Writing

Writing will become alive for adult new readers when they begin to use it for practical purposes in their daily lives. But they need your support and encouragement until they get in the habit of writing. Assign some functional writing tasks such as: shopping lists, recipes, health remedies, use of message pads, writing brief notes, sending away for something by mail, filling out forms, resumé writing, letter writing or sharing knowledge in writing on any special topic.

The memo pads assignment worked beautifully for a young woman who was a Center for Literacy student. Soon after she practiced using a telephone message pad, she applied for a receptionist's job. Soon after she applied for the job, she got it! Perhaps the exercise gave her just the confidence she needed.

Some students in Northwest Philadelphia tried the knowledge-sharing idea. They wrote about how to: make housework easier, save money, care for children and transplant trees. Their writings were compiled into a booklet and circulated among the students.

Creative Writing

Many students enjoy moving beyond language experience, copying, sustained writing and journal writing into

creative writing that is done independently. In fact, one student who enjoyed copying her favorite poems into her journal, accidently composed a poem herself! Students also enjoy writing their opinions and feelings about various topics.

You can encourage and inspire students to try creative writing by sharing examples of poems, short stories, and personal opinion pieces.

The following examples of creative writing were done by students from Philadelphia's Lutheran Settlement House Women's Program:

How It Feels To Be An Adult Student
by Gerald Lee

For me, now that I am an adult it is more important to me that I know how to read and write, so I can be efficient in the work I choose, whether I choose to be a computer operator or a truck driver.

Mr. Reagan
by Anonymous

We're hungry Mr. Reagan
We need something to eat
We found some stale bread
While you eat roast beef
Our children are crying of fear in their beds
As clouds of mushrooms explode in their heads.

Drafting and Re-Writing

As soon as practical, teach students some re-writing skills, so that they can begin to polish what they write and to write more exactly what they want to say.

Explain that drafting is the first, "quick and dirty" effort and that persons who are serious about writing make many drafts and re-writes. Professional writers usually make the most re-writes of all.

Re-writing involves going over what was written and making certain changes. Help students learn to look for their own errors. You will need to correct the errors they miss. Especially watch for errors of capitalization, punctuation, spelling and grammar. Emphasize that it's okay to correct their writing <u>after</u> the whole poem or

story is written. It's fine to cross out, erase and change one's mind about what one has to say. That's one reason pencils have erasers!

To help students make the most of their re-writing efforts, be sure that you:

1. try to discover the types of errors each student makes;
2. correct just one type of error at a time;
3. let the student decide which error to work on;
4. use workbooks and reference books to help you explain rules for spelling, grammar and punctuation;
5. be sure that whatever spelling patterns, grammar, and punctuation is learned in workbooks is applied to their own writing.

Newsletters and Student Publications

Students and tutors should submit student writing to their literacy program's newsletter or to any adult reading student publications in their area. Nothing is more gratifying and encouraging for students than to see their own writing in print. Students who read one another's writing become inspired to read and write more and try more.

Help your literacy council collect and print samples of student writing. It's one of the most creative and rewarding tasks in literacy work.

15. TEACHING COMPREHENSION AND VOCABULARY

by Jeanne Smith and Martha A. Lane

Comprehension is the ability to understand, think about and remember what we read. Comprehension ability is often tested in clearly designated catagories such as getting the main idea of a passage, remembering facts, following the sequence of events in a passage, drawing inferences and drawing conclusions. However, comprehension is not so much a matter of catagories as it is the subjective experience of the reader.

Comprehension is based on the reader's interest in the material, previous knowledge of the subject and purpose for reading. For example, one student couldn't understand an article she had just read even though she could read every word on the page. The article was about fish. The student had no interest in fish, no particular previous knowledge of fish, and she did not really care about fish. She was neither equipped nor motivated to understand that article. Later, the same student had no trouble comprehending a book about Harriet Tubman. She chose the book herself and was very interested in Harriet Tubman's life.

As much as possible, students should choose their own reading materials. Your job is to help them locate suitable materials, once they identify what they want to read. Match the reading level of the materials to the student's reading ability as much as possible.

Beginning Readers' Comprehension

In a given reading passage, students encounter many words they can read mixed in with many words they cannot read easily. Often, even beginning students will be able to decode individual unknown words. But if there are too many unknowns, they will lose the meaning of the entire passage because they spend too much time grappling with a single word.

Reading too slowly interferes with comprehension because it overloads the visual system and memory (Smith, 1978). The ideas enter the reader's brain so slowly that the

mind does not put the pieces together.[1]

The key comprehension concern here is the readers' fluency. As students learn to read, they must be able to keep reading at an even enough pace that they can follow the idea of the passage. Choppy reading due to decoding difficulty, lack of practice or just general beginning readers "jitters" can interfere with comprehension.

Duet Reading

"Duet reading" is an excellent way to help students overcome choppy reading. The tutor and the student read aloud in unison. The tutor is the "lead" voice, setting the pace and modeling expressive reading. As the pair reads along, the student will drop out at unknown words but will hear them said by the tutor. This enables the student to comprehend everything even though he or she can't read every word. The immediate experience of hearing the tutor read the unknown word will help to reinforce the student's visual memory of the word.

Duet reading is analogous to any kind of practice. An athlete can know how to play a game but can't actually play without practice. Musicians can know all the notes and chords but they have to practice individual songs many times before they sound right. Readers, likewise, must practice, practice, practice. (See the Appendix for step-by-step instructions for using the duet reading technique.)

From Oral to Silent Reading

Students usually begin reading by reading orally. Students, especially new readers, often enjoy hearing themselves say what they see. Oral reading, therefore, is usually very satisfying.

However, because comprehension depends heavily on one's silent reading ability, you should have students begin to read material silently as soon as possible--certainly after your first five or six lessons together. The transition from oral to silent can be a fairly automatic one if you proceed as follows:

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[1] Bacon, Margaret. "What Adult Literacy Teachers Need to Know About Strategies for Focusing on Comprehension." Lifelong Learning: The Adult Years. February, 1983.pp.4-5.

1. Ask the student to read the title of a story or the first sentence of a paragraph.

2. You turn the title or sentence into a question (be sure you've read the materials ahead of time, so that you ask an appropriate and helpful question).

3. Ask the student to read silently to find the answer to the question.

You can use these same three steps, paragraph by paragraph or section by section, until the students have overcome some of their fears of reading silently. They'll begin to enjoy it, in fact, because they've been challenged by a question and have a specific answer for which to look. Do not rush the students during silent reading. When they indicate they are done reading, ask for the answer. Success! They are reading with comprehension and you both know it! (After the students have answered your questions, do give them a chance to read the material aloud.)

We previously mentioned the importance of your student being interested in or motivated to read a particular piece. You can involve even beginning students in the reading materials by asking questions such as these:

1. How did the book/story make you feel?

2. Have you ever been in that kind of situation?

3. What would you do if you were (a character in the story)....?

4. Who was your favorite character? Why?

5. Who was your least favorite character? Why?

6. What did you learn from the story?

7. How would you end the story if you were the author?

8. Would you recommend this book to a friend?

When students read factual information, include the following in your questions:

1. specific names, dates, times and places students should know;

2. new vocabulary;

3. how students can immediately use the information. For example, students might, as a result of their reading: seek a doctor's advice about a health problem; contact their landlord about having no heat; register a child in a playground program; send away for a refund or buy a new product.

Another helpful way to stimulate silent reading is by using a "reciprocal questioning" technique.[2]

It works like this:

1. Select an important or highly interesting portion of reading material on the student's level. Keep it short: 4-5 paragraphs at most.

2. You and students read the text together silently.

3. Students ask you questions about what you read. You have your book closed, but theirs may be open. Think out loud as you answer each question, so students can learn how you are sorting the information in your mind. If their questions are unclear or can't be answered, say so and explain why.

4. Now you ask the students questions. Especially for beginners, let them look at the material to find answers. It's okay to ask them some of the questions they asked you. When possible, be sure to ask them opinion or predicting questions. (More on this in the section titled "Types of Comprehension Skills to Teach".)

This technique is very useful in helping students with oral communications skills. The better they are at listening and conversation, the better they will become at reading and writing. It helps them with silent

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[2] "Reciprocal questioning" is a technique worked out by Deanna C. Martin and Robert Blanc. They adapted it from Anthony V. Manzo's "The ReQuest Procedure", described in Journal of Reading, November 1969. See "Techniques" in the January 1984 issue of American Association for Adult & Continuing Education's Lifelong Learning magazine. pp.29-30 for Martin and Blanc's article.

reading skills because they can learn the pronunciation and meaning of new vocabulary before attempting to read the new words aloud.

Reading the Writing from "Everywhere"

As soon as students begin to get meaning from print, it's good to help them increase their awareness of the print around them. For example, ask students to collect and bring to class such items as pamphlets handed out on the street, "junk" mail they receive at home, church bulletins, political information and school notices.

For one of your lessons now and then, take a walk with your student and read: street signs, greeting cards, restaurant menus, writing on trucks, cars, busses, store names, grocery store signs, parking lot signs, or even license plates and bumper stickers.

Much of what the students read will be understood because so much of this kind of information is familiar. Reading the writing from everywhere is also a lot of fun.

Assessing Readability

Suppose that your student of six months tells you she wants to read something about auto mechanics. At the library, you find many books and magazines on the subject. Which ones are closest to your student's reading level? How do you know for sure? Be sure to note: how frequently diagrams, photographs and other illustrations are used; whether the print seems easy or hard to read; whether the information is written in layman's language or in technical or scholarly terms, and so on.

You can also actually figure out the grade level on which the material is written. You do this by applying a readability formula to a reading sample. The readability of a piece of writing refers to qualities that make that piece easy or hard for a person on a certain reading skill level to read. You can determine the readability by identifying and measuring those qualities which determine the difficulty of the writing. (You are making informal readability judgments every time you say, "That's too easy." "That's too heavy." "That's too childish." and so on.)

Before using a readability formula as an aid to choosing supplementary reading materials, you need to know the

present level at which your student can read with understanding and comparative ease. Often such information can be found in your teachers manuals or publishers' catalogues. Or you can figure it out for yourself.

Readability formulas consider items such as sentence length, and the number of multisyllabic words used. Two very popular formulas are the Gunning Fog Index and the Fry Readability Graph. Either one will be adequate for most tutors' needs.[3]

Here is a quick glance at how the Gunning Fog Index works:

1. Take a sample of exactly 100 words.

2. Count the number of sentences in your sample.

3. Count the number of words in each sentence.

4. Figure out the average number of words in each sentence (number of words divided by number of sentences).

5. Count the number of "difficult" (3 or more syllable) words. Do not count capitalized words, combinations of short, easy words (i.e."manpower") or verbs made into 3 or more syllables by adding - es or - ed (i.e. "visited").

6. Calculate:

   average number of words in a sentence: _____
   difficult word percentage: _____
   ADD to get TOTAL: _____

   multiply by .4: x .4

   Fog Index (in approximate grade level): _____

Suppose that you just read a 100-word sample in which there was an average of 12 words in a sentence. One word of the 100 was a "difficult" word. Using the Fog Index, on approximately what grade level was the sample

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[3] One of the best and easiest to use introductions to readability formulas is Robert Laubach's and Kay Koschnick's Using Readability: Formulas for Easy Adult Materials. Syracuse, NY: New Readers Press, 1977.

written? What did the Fog Index help you to notice about the passage you sampled?

Basic Comprehension Skills

Comprehension skills can be a very broad subject. Most of us spend a lifetime learning them and you could spend literally years teaching them. Don't!

Do be sure, however, that your student is able to: locate and identify simple facts, understand the main ideas being presented, sequence, infer, predict, voice a personal opinion and recognize whether materials are written to inform or persuade. Following are brief suggestions for teaching these basic comprehension skills.

Facts: Ask about specific names, dates, places, times.

Main Idea: Ask student to suggest a title, to use up to five words to tell about what was just read.

Sequencing: Ask what happened first, next, next, last. Cut apart comic strip pictures and have student put them in proper order. Put key sentences taken from the story just read on index cards (one sentence per card) and have student put them in proper order.

Inference: Choose a magazine picture; ask student to make a statement about the picture; then ask who took the picture. Discuss whether the statements were plainly stated facts (as in facts, above) or ideas that are really inferred. (To infer is to not state explicitly.)

Predicting: Use an action picture; ask student what might happen because _____ is happening in the picture. Read the first part of a story, magazine or newspaper article aloud to the student, then ask student to guess what will happen next; read to find out what really happens.

Expressing a personal opinion: Choose a newspaper story that everyone is talking about; ask what student hears people saying, then what student thinks and why. (Be willing to share your opinions, should student ask.) Do not make any judgment about the student's opinion. Help the student write a letter to the editor or to a legislator (here's an excellent place in which to use the language experience technique).

Discovering the writer's purpose: Read an ad or listen

to a commercial together. What does the writer want the reader to do? How does the writer try to accomplish this? What does the writer infer? Not say? Study campaign brochures, editorials, etc.

One other extremely useful device for helping students to develop comprehension skills is called SQ3R. That stands for survey, question, read, recite, review. It's most often introduced as an aid to studying. It is usually not introduced soon enough. Do your student a favor. Introduce the SQ3R method after 10 or 12 lessons. SQ3R will help the student to: determine questions for which to read to find the answers, see the overall organization of what is being read, remember what is read.

Complete instructions for using SQ3R are found in the Appendix. They are written in a simplified style. Copy the instructions, one for you and one for your student. Try it out with the text now being studied or with supplementary materials. Demonstrate all the steps for your student.

Context Clues and the Cloze Technique

A student's personal vocabulary directly affects his or her ability to comprehend written materials. That is, students must understand meanings of individual words in order to understand sentences and paragraphs. Students must also be able to make good guesses about unknown words based on the known words in a passage. This is called, using context clues. You can help students learn to use context clues by employing the cloze technique.

The cloze technique involves giving students a passage to read in which a number of words are missing. The students attempt to fill in the blanks by guessing words that might make sense in the sentence being scrutinized.

You can make up cloze exercises with magazine and newspaper articles, stories from student workbooks or even with language experience stories. Cloze exercises should not be regarded as tests. Many words may be possible in any given blank.

The purpose of the exercise is to find a word that makes sense in the blank. Student answers do not have to be the same as the original words--as long as they do make sense.

Following are two examples of cloze exercises. They are both based on part of a story in Skill Book 3, Lesson 10, of The Laubach Way to Reading series. In the first exercise, significant words have been deleted. Notice that many different words can make sense in the blanks. Can you be sure that the words you insert are the correct ones?

I am Pete. I run the _____shop on _____ Street. Steve works for me in the _____. He keeps the place clean. I am teaching him to repair _____.

Let me tell you my story. I was a _____ in the 1940s. I lived with my _____in _____. My _____ was dead. When I was _____, I got a job with a hockey team in _____. I was going to be a big _____player and make a lot of money.

Here's the same story again. This time small function words have been deleted. Is this exercise harder or easier than the previous one? Why? Both types of cloze exercises can be helpful to students, depending on the students' needs and common mistakes. Do not allow a cloze exercise to unduly frustrate a student. Do not use a cloze exercise until the student begins to have some confidence in his or her reading ability.

I ____Pete. I _____the repair shop _____ Second Street. Steve works _____me in the evenings. He keeps _____place clean. I am teaching _____to repair things.

Let _____tell you my story. I _____a teenager in the 1940s. I lived _____my mother _____ Canada. My father _____dead. When I was nineteen, I got a job _____a hockey team in Canada. I _____going to be a big hockey player and make a lot of money.

Strategies for Teaching Vocabulary

As students get into the reading habit, they will

encounter many new words. They will begin to have questions about the uses, pronunciation and meanings of words. It will be important for you to teach vocabulary in a very intentional manner.

In order to help students to sort, categorize and compare new vocabulary, we suggest that you use the following categories of study. As with the section on comprehension, vocabulary activity suggestions are very brief. These are meant as "starter" suggestions, not as a complete course on vocabulary. Be sure to teach your student about: compound words, synonyms, antonyms, homonyms, homographs, prefixes, suffixes and dictionary skills. Whenever possible, reinforce special vocabulary activities by citing examples in the students' regular reading materials.

Compound words (two words put together to form a larger word): Put each of the following words onto a flash card. Have students 1) make compound words from separate words and 2) find the small words in the compound words:

to	over	flash	some
day	coat	light	times
today	overcoat	flashlight	sometimes
air	every	news	Thanks
plane	thing	paper	giving
airplane	everything	newspaper	Thanksgiving
be	every	sail	snow
came	where	boat	man
became	everywhere	sailboat	snowman
be	in	some	
side	side	thing	
beside	inside	something	

Synonyms (words that mean the same or nearly the same): In order to teach contrasting pairs, make flash cards for each word. Try yellow and green (or any 2 colors), so that colors can be used in matching exercises. Student matches a yellow card with a green card. Begin with just a few words. Students can also use each word in a sentence.

Example: bending (green card)/ stooping (yellow card)

begged/urged	afraid/scared
astonish/amaze	start/begin
desire/wish	shut/close
grateful/thankful	smell/sniff
polish/shine	path/trail

unhappy/sorrowful	loud/noisy
pleasure/happiness	tossed/threw
pleased/delighted	screamed/yelled
roamed/wandered	load/burden
hastily/quickly	disappeared/vanished
attempted/tried	kind/goodhearted
snatched/grabbed	ordinary/common
same/alike	always/forever
chilly/cool	friend/companion
tall/high	difficult/hard
maybe/perhaps	wonder/marvel
sick/ill	sobbed/cried

Antonyms (words that have opposite meanings): Use two colors of flash cards again; proceed as with synonyms:

Example: remember (green)/ forget (yellow)

empties/fills	push/pull
strange/familiar	tall/short
usual/unusual	great/small
nobody/somebody	clever/foolish
tidy/untidy	bottom/top
hungry/well-fed	above/below
fearful/brave	least/most
cautiously/boldly	loud/quiet
ashamed/unashamed	big/little
sadly/happily	there/here
hard/soft	had/good
shut/open	hot/cold
few/many	tiny/huge
will/won't	high/low
wet/dry	before/after
right/wrong	late/early
something/nothing	heavy/light
beautiful/ugly	cry/laugh
cool/warm	take/give
start/stop	ahead/behind
gruff/jolly	always/never

Homonyms[4] (words that sound alike but have different meanings and spellings):

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[4] See Appendix for an excellent review exercise titled "Homonym Sentences."

Example: write (green)/ right (yellow)

sells/cells	one/won	threw/through
here/hear	stare/stair	paws/pause
toe/tow	chews/choose	sent/scent/cent
whole/hole	herd/heard	guest/guessed
not/knot	meddles/medals	hour/our
sew/so	wood/would	bored/board
heal/heel	be/bee	or/oar
but/butt	not/knot	we/wee
your/you're	waste/waist	vein/vane
their/there	steal/steel	stake/steak
soar/sore	road/rode	knew/new
lead/led	weigh/way	made/maid
fair/fare	deer/dear	meet/meat
break/brake	by/buy	son/sun
eight/ate	four/for	do/due
some/sum	time/thyme	no/know
way/weigh	been/bin	made/maid

Homographs (words that have different meanings and/or different pronunciations but are spelled exactly alike): Discuss each word with student. How many meanings does student know? How many can you add? Check the dictionary together for more meanings. Then ask student to try to use each word twice in a sentence, illustrating different meanings. For example, "You can wind a clock while the wind blows."

face	line	mean
fabric	sentence	set
well	land	close
read	play	run
state	miss	record
address	climb	farm
convict	desert	fire
bowl	match	train
object	conduct	revolting
works	chicken	duck

Prefixes, Suffixes and Root Words: Knowing how prefixes, suffixes and root words work helps students with both spelling and vocabulary. For example, the meanings of prefixes and suffixes help students understand the meanings of new words. Teach students that:

1. Prefixes are word beginnings.

2. Suffixes are word endings.

3. Many but not all words have prefixes and

suffixes.

4. Prefixes and suffixes alter the meanings of root words.

5. The root word is a word that can stand alone; it does not need a prefix or suffix attached to it.

6. Most prefixes are not words when they stand alone.

7. Suffixes are not words when written alone.

Students should learn these common prefixes and their meanings:

Prefix	Meaning
ex-	out, out of, away from
in-	into, on, within, not
pre-	before
con, com-	with, together
de-	away from, off, down, undo
dis-	apart from, opposite
pro-	moving forward, in favor of
re-	again, back
un-	not, lack of
non-	not

Students should also learn these common suffixes and their meanings:

Suffix	Meaning
-s	more than one
-ing	related to, present tense
-ed	past tense, having, provided with
-er	a person who, a thing that, more than
-est	most
-ance	quality or state of being
-ous	full of,
-able	able to, able to be,
-ent	in a condition of, doing
-al	of, pertaining to
-ive	relating or belonging to, having the quality of
-ly	in a specified manner
-ness	condition of being
-ment	state of being, something done
-tion	action, or process involved with

Suffix	Meaning
-ful	fullness, or abundance
-ly	in a specified manner
-ant	performing (a specified action) being (in a specified condition)

Be careful not to overwhelm your student with prefixes and suffixes. Start with ones previously studied in regular reading materials. Work on just one or two prefixes or suffixes at one time. The following suffix exercises are suited to beginning readers.

Make the following flash cards, use them as in previous flash card drills:

ing	thinking	kicking
telling	winging	thanking
singing	visiting	yelling
bringing	looking	laughing
sending	fishing	starting
carrying	jumping	working

laugh	fish	start	tell
kick	jump	work	carry
visit	thank	think	send
look	yell	wing	sing
			bring

ED: Make the following flash cards; use as in previous exercises; then separate cards into the 3 sounds of -ed (/ed/, /t/, /d/):

ed	farm	thank	lock
work	park	look	yell
start	pick	jump	hunt
worked	parked	looked	yelled
started	picked	jumped	hunted
farmed	thanked	locked	

ER: Make the following flash card (same as duplicates from above lessons) and drill as previously described:

er	dark	jump	sick
farm	hard	think	start
work	hunt	send	truck
farmer	harder	thinker	starter
worker	hunter	sender	trucker
darker	jumper	sicker	

Dictionary Skills

One of the most important, yet often overlooked, tools for teaching vocabulary is the dictionary. Even beginning readers can profit from dictionaries. (One adult new reader we know owns ten dictionaries and refers to them as her good friends!)

The first dictionary skill is learning alphabetical order. As soon as students know the alphabet forwards and backwards, introduce activities like the following:

Practicing alphabetizing: Make the following four sets of cards; ask student to alphabetize each set. Note: Each set gets progressively more difficult to alphabetize. The fourth set requires looking at the fourth letter in the word.

1. Set one: baby straw milk fox refrigerator nice dog wagon like girl

2. Set two: name nymph new night number none

3. Set three: thunder the thread that those thwart thick thyroid

4. Set four: cane can candy canned canary canvass cannon can't canyon canister

Alphabetizing is a difficult skill. Be very patient as you teach it. Always help the student see how a skill such as this will help him or her to achieve a personal reading or writing goal. For instance, if your student works in an auto part company, use auto-related words in the above exercises.

The Appendix contains a four-page study piece for students. Make a copy of it for your student. It is called Dictionaries and is written on a fairly low reading level. If it's too hard for your student, use the duet reading technique with it. Don't forget to model using the dictionary. Bring one to class!

Personal Vocabulary Notebook

Students can keep a special notebook just for new vocabulary. Filling the notebook with words students want to know can be fun and very rewarding.

Encourage students to bring to each lesson several words they have heard and for which they want to know the meaning or pronunciation. (Students can write down the words with an attempted spelling so they don't forget it before the lesson.) Help students locate the words in the dictionary for correct spelling and meaning. Students then copy the words and a sentence in which each word is used correctly into their personal vocabulary notebook. More advanced students might want to use the following form in their notebooks:

(word) (definition)

(sentence using the word)

(other definitions)

Synonym: Antonym:

Homonym: Homograph:

16. HOW YOUR LIBRARY CAN HELP YOU

by Melissa Forinash Buckingham

The public library is an important resource for tutors and their students. In fact, it is one of the most important resources available to us, third only to the instructional materials we use in our lessons and the knowledge we get from other experienced tutors and trainers.

Those of us who live in communities in which public libraries are deeply involved in literacy activities may take the role of the library for granted. The rest of us may not have even considered the opportunities for learning which libraries offer. Putting aside the literacy programs that libraries may be providing, let us explore what traditional public library services can offer us and our students.

The public library is the People's University. It is a place where the knowledge of mankind is not only stored but is also made available for everyone in the community to use. Here, adult learners can practice their newly-acquired skills. Here they can begin to open the doors that were closed to them as nonreaders. In the public library, they have access to the educational, recreational, informational, and cultural resources that can change their lives.

How can students and tutors make use of public library services? First, it is important to remember that every library is special, and every library is different. In fact, in larger communities, you may have more than one public library from which to choose. Pick the one that will be easiest for your student to reach and to use.

Before taking your student to the public library, you may need to do a little exploring yourself, becoming familiar with the layout of the building, the hours of service, accessibility by public transportation, and other pertinent information. This would also be a good time to introduce yourself to the library staff. The person you see first is likely to be a library clerk or assistant. As the person who has closest contact with the public, she or he may be the best person to ask about library hours and rules.

You should also introduce yourself to the librarian; in a large library there may be several and you will eventually

get to know most of them. Talk to the librarian about your plans for exploring and using the library with your student. She or he may have ideas about parts of the library and its materials that would be particularly interesting. You and the librarian will want to decide the most appropriate time to introduce your student to the library staff.

General Information About Libraries

The next thing you should do is look around the library. While you may want to save some exploration for a later visit with your student, you should at least get a general idea of:

- the catalog
- the arrangement of books and other library materials
- the location of magazines and newspapers
- special collections and where they are housed
- audio-visual material--recordings, films, microfilm, etc.

All public libraries have catalogs of their materials. Catalogs may, in this technological age, be on computers, on microfiche, in book form, or in card files. The essential thing to remember is that, whatever their format, catalogs all serve the same purpose: to help people find the materials they want.

You might want to ask the librarian or library assistant to show you how the catalog works in your library. Catalogs may be arranged in one of several ways:

- all one alphabet
- separate adult and children's catalogs
- separate catalogs for authors, titles, or subjects

Even the simplest catalogs, those that have everything filed together in one alphabet, can be a little confusing, because librarians sometimes alphabetize differently from the rest of us! If you can't find what you are looking for, always ask the library staff to help you--it's their job.

Most books can be found in the library's catalog in three ways: by author, by title, and by subject. Once you have found the book in the catalog, the next step is to find it in the library. The catalog tells you how to do this.

To the left of the book title, or at the bottom of the entry, will be a location symbol. It could be a series of numbers and letters, like these:

541.5	or	915.6	or	511.3
R66		Sa5i		B91

The location might also be "F" or "Fiction", or "B" or "Biog" or "Biography". Your library should have signs to show you the location to which these symbols refer.

The books in your public library are probably arranged using the Dewey Decimal Classification System. This means that the books that are similar in subject will be close together on the library shelves. Also, every book in your library has a different number. Even books on the same subject by the same writer will have a slightly different number, so that they can be located easily.

These are the general catagories in the Dewey Decimal System:

000-099	general subjects, including encyclopedias
100-199	philosophy and psychology
200-299	religion and mythology
300-399	social sciences, including economics and education
400-499	language, including dictionaries in English and in other languages
500-599	science
500-699	applied science, including medicine, gardening, home economics, and business
700-799	fine arts, including photography, movies and television, and music (and for some strange reason, sports!)
800-899	literature
900-999	history and travel

Fiction is usually separate from nonfiction. Some libraries also put biographies and autobiographies in a separate section.

If you come to the library often, you will learn to find some of your favorite subjects without looking them up in the catalog. You may already know that cookbooks, for example, are in section 641, or that sports books are shelved in section 796.

Visit The Library With Your Student

You have probably realized by now that to use the library independently, your student will need to be proficient is using both the alphabet and numbers. Therefore, your earliest library visits may be brief. It is important, however, that the student become comfortable and familiar with the library gradually, so that his or her library skills can grow along with his or her reading skills.

The best way to make sure that your student has the library skills that he or she will need to become an independent library user is to prepare library lessons based on both the needs and interests of your student and the resources of your public library. In the beginning, you will need to accompany the student on every library visit. As your student becomes a better reader, you may want to assign independent work in the library.

The following suggestions for library lessons are arranged in order of difficulty. You can schedule them to fit your student's needs.

1. The first visit.
   This should be scheduled in the first month after you meet your student. It should be a brief exploratory visit. Try to focus on some particular interest of the student. Sit down and look at a magazine or well-illustrated book on the subject.

2. Audio-visuals, records and art.
   An easy way to learn how to check things out of the library without being embarrassed is to choose something that is not a book. Assist your student in selecting and taking home tapes, records, pictures or other art objects.

3. Magazines and newspapers.
   A few of these may be familiar to your student, but most public libraries subscribe to dozens of periodicals, some of which will be of special interest. Moreover, many magazines are so well-illustrated that they can be enjoyed even by beginning readers.

4. Reference books.
   This can be the topic for countless library visits. Your student needs to know that many of his or her information needs can be answered at the library. Start with dictionaries, encyclopedias, and almanacs, and don't try to do too much in any

one visit. As your student's skills improve, move on to information on specific subjects. At this stage, you should begin to use the magazine index, which will help you find articles on specific topics in magazines. Arrange in advance for a library staff member to help you and your student learn to use these helpful tools.

5. The catalog.
   This is the key to the library. When your student knows how to look for books in the catalog and locate them on the shelves, he or she can use the library independently.

6. Specific information.
   Keep track of the questions and interests of your student, and make them into library projects. In early visits, you may need to find the answers for him or her. Later, you may assign specific tasks to the student. Short, factual questions are easiest for beginning assignments. State capitals or birth dates of favorite sports or entertainment figures are good examples. Later, more complex questions on topics like nutrition, legal rights, or money management might be investigated. The most difficult assignment is to locate information on one topic in several sources. Always use the student's needs and interests as the basis for such assignments.

7. Special library services.
   Some public libraries have career counselling services, job lines, and learners advisory services. Many libraries have recordings and films that can be borrowed. Some libraries have computers for public use. Ask the library staff about special programs that will be of interest to you and your student. Many libraries for example, house adult basic education (ABE) or high school equivalency (GED) classes.

As you can see, library lessons can take up a great deal of time and energy. They are worth all of your efforts, however, because your student needs to know how to continue to use and improve his or her learning skills, regardless of whether or not he or she intends to continue formal education after tutoring.

Here are a few more suggestions:

- Get a library card for you and your student, preferably on the first visit. Avoid embarrassing your student--know what information will be requested on the application, and help him or her

practice it before your library visit.

- Do not be embarrassed if you don't know everything there is to know about your public library. The staff is employed to help you. Library lessons will give you a chance to learn and grow with your student.

- Find out the kinds of programs your library presents. Some libraries have informative, entertaining programs on topics as diverse as consumerism, old movies, and health.

17. DYSLEXIA*

by John Alexander

How It Feels To Be Incompetent

I've often written about my son being dyslexic. What I haven't mentioned is that I'm dyslexic too. Not severely like my son, but dyslexic enough for it to be a problem.

Grade school was torture. I couldn't spell, I was in third grade when I learned to read, the multiplication tables were completely beyond me; I couldn't even learn the alphabet. Do you have any idea how it feels when the other kids know the alphabet, but you get stuck after g? In front of the whole class?

My teachers were nice about my problems. "Come on, Johnny. You know that word." Only I didn't. The word the was hard. I could never remember whether it was this or it or here. (It never seemed to occur to me that it was the.) But my teachers always tried to encourage me. They told me "You can do it. You're a bright kid. If only you would try."

I liked being told I was bright, of course. But I got awfully tired of being told I wasn't trying. It made me really angry. Because I was trying. I was trying hard.

But things got better. My third-grade teacher tried phonics, and I learned to read. With a vengeance. By the end of grade school, I had read Tom Sawyer, Huckleberry Finn, Kidnapped, a shortened version of The Three Musketeers, and endless books about animals, pirates and Indians.

That helped. But it didn't take care of recess. I couldn't catch a ball. So I was the last one chosen for any ball game. And I stuttered. I stuttered badly enough that I went out of my way not to talk. But life

*The contents of this chapter first appeared as two articles in theOtherSide magazine and are reprinted by permission. Please see the Acknowledgments page for the complete credit reference.

really wasn't too bad. I was doing some things well. I loved to read, and I had a few good friends. I still hadn't learned the multiplication tables (and I never have), but I had learned to compensate. I memorized a few of them and got the others by adding to the ones I knew or subtracting fast enough that no one suspected what I didn't know.

I didn't outgrow my dyslexia. No one does. I did learn to read, but the underlying problems are still there, and I have to compensate for them all the time.

The basic problem, at least the one that plagues me most, is directional confusion. The most obvious aspect is difficulty telling right from left. That didn't come easily to me till I got a class ring when I was sixteen. It marked my right hand for me.

On an expressway going sixty miles an hour, I can still look at a perfectly clear sign saying New York one way and Philadelphia the other and choose the wrong way. Even worse, going fifteen miles an hour I can look directly at a one-way sign and turn the wrong way into a one-way street. When my wife starts yelling, all I can think is, "What did I do this time?"

My wife doesn't understand why I dislike going to grocery stores so much. Sometimes I let on that it's all the consumerism. But actually it's simpler than that. It's that it's so hard to get into a grocery store. They generally have two doors, two self-opening doors. And if you try to go in the wrong one, it opens out and hits you. And I, of course, can't tell which one is which, not easily. So sometimes I stand for a minute or so trying to sort out which door to use. It's humiliating to stand in front of a store trying to look casual while making such a momentous decision. But it's even more humiliating to walk confidently up to a door and have it slam you in the face.

It undermines your whole approach to life. You get nervous about taking a step. Or opening your mouth. Next time you open your mouth, a door might come out of nowhere and slam you right in the face. You never can tell.

Almost as bad as the directional confusion is the absentmindedness. Since grade school, adults have been saying to me, "Stop daydreaming and pay attention." Most of what adults said to me, I just shrugged off because I knew they were wrong. (I was trying, whatever they might think.) But they were right about this: I daydreamed.

Within minutes of a teacher or minister starting to talk, I was elsewhere. I finally chose a college on the grounds that it didn't require attending lectures. (Shoot, when I ask at a filling station for directions, I don't even remember to listen to the answer, let alone remember to listen to an hour's lecture on the chain of being.)

That's serious for a semiacademic like me or someone who attends church. But even worse is all the appointments I miss. I just don't remember to stop what I'm doing and go on to the next thing. So I write everything down in my little diary.

And forget to look at it.

So someone is usually mad at me for forgetting an appointment. And I don't blame them.

I am so unreliable. The fact is I can scarcely be trusted to take the trash out. Half the time I throw the wastebasket in the trash container. We haven't lost many wastebaskets that way--but only because my wife sends me back for them.

For a while, I stopped fighting it. I figured, if you can't beat 'em, join 'em. And I began to polish my image as an absentminded professor. (It didn't take much.) But I couldn't stand it. I didn't want to be incompetent in leading my daily life.

But the cost of fighting the absentmindedness is high. It drains me.

Another annoying characteristic of dyslexia is poor rote memory. That's why I don't know the multiplication tables and had trouble with the alphabet. And I'm lucky to remember a seven-digit telephone number from the time I look it up till I get it dialed.

I can never quote Scripture verbatim, and I know the words to only half a dozen songs (if that). That annoys some people. They want me to try harder.

If only you would try. That chorus has followed me around my whole life. In high school, at the top of my class and with excellent College Boards, I decided to apply to Princeton. On the application I put down the wrong year for when I wanted to enter. My advisor told me that if I wanted to go to a school like that I'd have to try harder. What he didn't know was that the application I had sent in was my third try. The first two had been an even

bigger mess. By laborious checking, I had found several other errors.

Meanwhile my wife tells me I could learn to do liturgical dance if I'd work harder at it. Which drives me crazy.

She's right, of course. I could do tolerably at liturgical dance. And at memorizing songs and listening to lectures and not being absentminded and going in the right door--and so on and on. But it's so much work. Each such effort comes out of my hide. That struggle, I'm sure, is one cause of my poor health.

But why must I do everything properly? Why does everyone demand so much? Why won't they tolerate weakness? Why won't I tolerate my own weakness? Is there no grace? No forgiveness?

(And if it's hard for me, what must it be like for my son?)

It was a grace to learn that I was dyslexic--a great grace. I'd never realized how many of my problems had a cause other than my own perversity. I realized it only through seeing my son's problems, through being made to see that they were all part of a syndrome over which he had little control. And I was not greatly different.

So I was not fully responsible for my failings. It was a great liberation.

There was a reason I couldn't catch a ball, forgot people's names, filled the simplest forms out wrong, could only get so far with foreign languages, daydreamed at inappropriate times, had weird variations in my academic performance. It even explained why I couldn't handle coffee, why I had so much trouble keeping in time with the rest of the band. It was good news.

One reason it was good news was simply knowing there was an explanation. The weird things that tortured me were a gestalt, part of a pattern that hung together. I wasn't crazy, lazy, or irresponsible. Knowing that decreases the panic, makes the world more predictable, and increases self-esteem.

What's more, it gives me a clearer idea of how to deal with the problems. In some cases, that means avoidance. I don't put myself in situations where I have to carry a tune, catch a ball, or keep my feet in rhythm. If I'm on a freeway, I ask someone else to tell me which way to turn. And I've decreased my administrative responsibilities. Meanwhile my wife fills out the tax

forms and does the banking, and I go to grocery stores where I've already learned which door is the entrance and which the exit.

But some things can't sensibly be avoided. So I over-organize myself. Everything on my desk, every piece of paper I'm responsible for, has an exact place it's supposed to be. Otherwise I spend all my time losing things and trying to find them. (As it is, I still lose a lot.) My keys I keep in my right front pocket, my change in my left front pocket, my billfold in my left back pocket, my comb.... That way I don't have to search through all my pockets everytime I want something (unless, of course, I forget and put something in the wrong pocket.) Everything I'm supposed to do I write in my diary--which I now make a ritual of examining each morning. And if I have to do something at a particular time. I set my alarm. I've even developed tricks for getting around my lack of ease with the alphabet.

Another grace in knowing I'm dyslexic is the sense of diminished responsibility. It can, of course, be used as a cop-out to avoid genuine obligations, but I'm talking about decreased guilt feelings for things which aren't moral problems anyway and over which a person has no control.

One perversity of our culture is that we are quite forgiving about many moral failures--about sin. Adultery is no big deal, trying to retaliate is normal, living for money and status are fully accepted, divorce is inevitable though unfortunate--and on and on. But failure and incompetence are crimes. In fact, weakness is the unforgivable sin.

Grace is denying that heresy. Grace is saying that it's O.K. to be incompetent. And that's wonderful.

Which doesn't mean I'm easy to live with. I'm fully aware that my dyslexia drives people crazy, regularly causes them messes, and generally complicates their lives. My poor wife! She has to live not only with a profoundly dyslexic son but with a dyslexic husband--not to mention a mildly dyslexic daughter. I don't know how she stands it. (That requires another sort of grace.)

Being dyslexic has been hard at times. But I don't regret it. It has given me an idea of what hurting means, and that makes it easier for me to feel with people suffering far more than I ever have. And it strengthened me with a knowledge of weakness. For me the whole experience is probably the basis of my automatic identification with the underdog. And that is a great gift.

How To Tell If You're Dyslexic

Most people suppose that if they can read they aren't dyslexic. That's the unfortunate thing about the word dyslexia. (It comes from Greek meaning difficulty reading.) That focuses attention on reading problems when that is really only one symptom (albeit the most serious). In fact, many good readers and even some famous writers were probably dyslexic. Hans Christian Andersen, Winston Churchill, William Butler Yeats, Leonardo da Vinci, Woodrow Wilson--not to mention other sorts of people like Thomas Edison, Albert Einstein, Nelson Rockefeller, and Bruce Jenner. Probably 10 percent of people are dyslexic, yet most of the adults can read.

The underlying problem is some kind of brain malfunction--like a computer that is wired wrong. The equipment is all there, but something is shorting out. (Four times out of five, it's in males.) Possibly the confusion is which hemisphere of the brain controls language and which body movement.

1. In any case, a disproportionate number of dyslexics have confused dominance (left handed and right-eyed, for example). Or pass for ambidextrous, which really means having two left hands. That's one sign of dyslexia.

2. A closely related symptom is difficulty telling left from right.

3. The best known symptom is frequent reversals in writing numbers and letters and in reading. So 21 becomes 12, d becomes b, and left becomes felt. This occasionally leads to spectacular cases of backwards reading and mirror writing, but such instances are rare. The usual problem is not as ordered as backwards reading; the usual problem is jumbled, chaotic reading. Left becomes felt one time and tief another, not consistently tfel. But mild dyslexics overcome this by the time they're adults. To test yourself, the thing to watch for is whether you're unreliable in transcribing numbers or taking dictation.

4. Perhaps the decisive characteristic of dyslexia is an irregular score on an IQ test. IQ tests have various things they test, and most people score about the same on all parts. But a dyslexic does much worse on some parts than on others (digit span, for example). This is hard to test for yourself, or course, but if anyone ever told you your IQ score was irregular, you are

probably dyslexic. A variation of twenty points or more between parts of a test is diagnostic.

5. Impaired sense of rhythm. Do you have trouble dancing or clapping your hands in rhythm?

6. Impaired reproduction of tonal patterns. You may usually be able to carry a tune, but what happens when people beside you are singing parts?

7. Difficulty discriminating between similar sounds. Do people sometimes tell you that you mispronounce a word, and when they tell you the right way you can't hear the difference? Is pronouncing a foreign language more difficult for you than for your peers?

8. Mild speech irregularities. Do you stutter a little or frequently stop a sentence and start it over again? Do you slur words, repeat phrases, or lack rhythem in speech?

9. Poor spatial orientation. When writing do you try to squeeze words in at the end of a line where they won't fit? On unlined paper, does your writing sprawl all over the page? If you look up from the page when reading, do you have a hard time finding your place again?

10. Clumsiness. You may run well, but do you keep knocking things over?

11. Poor fine motor skills. How's your handwriting? Do you use a lot of white-out? Squeeze your pen too hard? Have letters going at different angles?

12. Variability in performance. Do you notice that on some days you are more able to catch a ball or think clearly than on others?

13. Poor ability to organize tasks. This can be misleading because many dyslexics learn to compensate and wind up over-organized.

14. Short attention span. Have you ever in your life listened to a sermon all the way through?

15. Hyperactivity. Do you seem to move around constantly? This one is disputed. Some people plausibly claim that the amount of motion is no greater, it just comes at inappropriate times.

16. Emotional characteristics. Low self-esteem, insecurity, and high frustration levels are common. However, they are presumably a response to the situation and not part of the genetic disorder. On the other hand,

stubbornness (perseverance in my case) and emotional volatility start so young and are so enduring that they may be part of the hereditary syndrome.

But for whatever reason, a household of dyslexics is a stormy household. A disproportionate number of battered children are dyslexics with at least one dyslexic parent. People in prison are at least four times more likely to be dyslexic than in society at large. Someone has called it a maximum of impulse and a minimum of inhibition.

17. Difficulty telling right from wrong is almost as great a problem as telling right from left. Dyslexic children proceed through the stages of moral growth more slowly than others. Even as adults they may have more trouble than others with being egocentric and with not wanting to postpone gratification. They also may have a particular struggle telling the truth. Do you embellish stories? Give the easiest answer rather than going to the trouble of telling the truth when it's complicated?

Much of the above material is based on the meticulous, scientific work of Charles L. Shedd (no relation to Charlie Shedd), but he would turn over in his grave to see this casual use of it. This is not a scientific test. To be scientific you'd have to specify how much is more than average with each of these characteristics. Besides, be clear that any of these characteristics can be caused by things other than dyslexia. Only if you have most of these characteristics are you likely to be dyslexic, and even then professional diagnosis is required--supposing you can find a competent professional.

APPENDIX

INFORMAL INTEREST INVENTORY

Student's name: _____ Date _____

Interviewed by: _____

1. Name something you enjoy doing. Why do you enjoy it?

2. Do you like to watch TV? (If yes, what are your favorite programs?)

3. Where were you born?

4. If you could change one thing in this country, what would you change? Why?

5. Have you ever gone to school? (If yes, where? How many years?)

6. Have you ever been on a trip? (If yes, where did you go?)

7. Why do you want to take reading lessons?

8. Name 3 things you wish you could read.

9. Name 3 things you wish you could write.

10. Finish this sentence: I hope that _____.

11. Finish this sentence: I wonder if _____.

12. Finish this sentence: I am good at _____.

AN INFORMAL PLACEMENT TEST

for use with

The Laubach Way to Reading

SECTION I. Ask Student:

RECORD ANSWERS (Use checkmarks)

	All Correct	Most Correct	About Half Correct	Most or All Wrong
1. Please count from 1-25; from 88-100				
2. Please say the alphabet				
Listen to the word. What sound does it begin with?				
3. bird, cup, dish, fish, girl, hand				
4. jump, kick, leg, man, neck, pan				
5. quarter, river, sun, tent valley, woman				
6. yes, zipper, shop, children, thank				
7. apple, Ed, it, off, up				
Listen to the word. What letter(s) does it end with?				
8. pat, box, fun, Ted, wish, up				
9. Five letters of the alphabet are called vowels. Name the vowels. What vowel do you hear in the word: (say the name of the vowel)				
10. cup, sip, cop, pest, cap				
STUDENT'S TOTAL CHECKS				

STOP: If student has 3 or more checks in the last two columns (about half correct, most or all wrong) STOP. Begin in LWR Skill Book 1, Lesson 1. If student has 2 or less checks in the 1st two columns, GO ON to the next section.

Please note: The student may not look at the tutor's instruction sheet. For Sections II and III give only the Student Pages to the student.

SECTION II. (Note: Student must have sheet marked "STUDENT PAGE, SECTION II.")

RECORD ANSWERS (with check marks)

ASK STUDENT (Correct answers in parenthesis):	All Correct	Most Correct	About Half Correct	Most or All Wrong
1. Please print your name				
2. Please print your address				
3. Please print your phone number				
4. Please write these numbers: 1, 5, 16, 27, 206				
5. Please read the sentence. (The men hit the dog with a stick.)				
6. Please read. (Mr. Oliver's girl can run fast.)				
7. Please write the alphabet in small letters.				
8. Please write the alphabet in capital letters.				
9. Please write these words: in, at, man, up				
10. Please write this sentence: Is Ann at the river?				
STUDENT'S TOTAL CHECKS				

STOP: If student has 3 or more checks in the last two columns. STOP. Begin in Book 1, Lesson 6. If student has two or <u>less</u> checks in the last two columns, GO ON to the next section.

SECTION III. (Note: Student must have sheet marked "STUDENT PAGE, SECTION III.")

RECORD ANSWERS (with check marks)

ASK:	All Correct	Most Correct	About Half Correct	Most or All Wrong
Please read the paragraph (on student page). Tell me when you have finished it				
1. Please point to a period. When do you use a period?				
2. Please point to a comma. When do you use a comma?				
3. Please point to a question mark. When do you use it?				
4. Please point to quotation marks. When do you use them?				
5. Please point to an apostrophe. When do you use it?				
6. Please read the words (shopping, back, cents, whistle, finger)				
7. Please read each word, then say it in a sentence: (twelve, standing, hurt, office, market)				
8. Please write these words. I'll say the word, then I'll say it in a sentence. Write just the word: hand, children living, cutting, cries				
9. Please write these sentences. I'll say each sentence 2 times. The farmer's chickens got into the corn.				
10. He got two little boxes and one pretty ring for his mother.				
STUDENT'S TOTAL CHECKS				

STOP. If student has 3 or more checks in the last column, STOP. Begin in Book 2, Lesson 1. If student has 5 or more checks in the last 2 columns, STOP. Begin in Book 2, Lesson 1. Otherwise, begin with Book 3, Lesson 1.

Student Page, Section II

1. Name: _____

2. Address: _____

   _____

3. Telephone: _____

4. _____ _____ _____ _____ _____

5. The man hit the dog with a stick.

6. Mr. Oliver's girl can run fast.

7. ___ ___ ___ ___ ___ ___ ___ ___ ___

   ___ ___ ___ ___ ___ ___ ___ ___ ___

   ___ ___ ___ ___ ___ ___ ___ ___

8. ___ ___ ___ ___ ___ ___ ___ ___ ___

   ___ ___ ___ ___ ___ ___ ___ ___ ___

   ___ ___ ___ ___ ___ ___ ___ ___

9. _____ _____ _____ _____

10. _____

Student Page, Section III

1-5. Mrs. Hill works in a factory.
After work, she gets dinner for her family.
Why does she fix dinner?
She says, "I love my family."
Mrs. Hill's children and Mr. Hill are happy.
They tell her, "You are a very good cook!"
"Thank you," Mfs. Hill says. "Now you can do the dishes!"

6. chopping
back
cents
whistle
finger

7. twelve
standing
hurt
office
market

8. _____ _____ _____

_____ _____

9. _____

10. _____

Job Description for
READING CENTER COORDINATOR

Immediate Supervisor: (NOTE: In most programs the supervisor would be: 1) program director; 2) center board of directors or 3) supervising tutor trainer)

Duties and Responsibilities:

Successfully complete a 10-hour tutor training workshop

Successfully complete a center coordinator's training program.

Assume major responsibility for organization and maintenance of the reading center, including:

1. Register, interview, test and match students
2. Register, interview, arrange for training, match volunteer reading aides
3. Maintain attendance, progress and other important records
4. Maintain regular contact with both students and tutors
5. Order and manage the distribution of all teaching materials needed for workshops, special meetings, classes and individual tutoring
6. Arrange for special meetings, classes, resources at the center, as student and tutor needs dictate
7. Serve as the liaison between persons using the center and the host group/agency/organization
8. Be willing and able to substitute teach or arrange for substitute teachers
9. Act as "troubleshooter" for center-related problems
10. Explain the center's work to visitors, the press, the group housing the center and to the general public

Time Requirements: At least 2 days (6 hours) a week; must be hours when center is open

Length of Commitment: At least 6 months or 100 hours of actual center supervision

Training:

Ten-hour workshop for training volunteer reading aides

Center coordinator's training program

Inservice meetings, opportunities to attend special literacy-related conferences

Qualifications:

Enthusiasm for and commitment to a volunteer, neighbor-to-neighbor, adult literacy program

Ability to read, write and speak well

Willingness to learn

Ability to accept and act on constructive criticism

Ability to follow directions

Ability to give clear, positive direction to the center's program

Ability to accept and work with persons of varying racial, social, religious and economic backgrounds

Willingness to treat student opinions, experiences and progress with sympathy and appropriate confidentiality

Willingness to treat tutor opinions, experiences and progress with empathy and appropriate confidentiality

Ability to genuinely inspire and enthuse

Willingness to assume responsibility for mistakes and failures

Benefits:

New friends

New skills and knowledge, especially managerial skills

Excellent job-related experience

Satisfaction of having major responsibility for a worthwhile neighborhood project

Job Description for
VOLUNTEER READING AIDE

Type of work: Helping adults learn basic reading, writing and math skills, through one-to-one and/or small group instruction

Place of work: In neighborhood learning centers such as libraries, churches, community centers

Immediate Supervisor: Reading Center Coordinator

Duties and Responsibilities:

Successfully complete a tutor training workshop (Usually 10 hours minimum)

Tutor adult(s) in basic reading and writing skills, preferably at a reading center

Help student(s) with literacy-related skills related to personal goals, needs and interests (i.e. letter writing, reading the Bible, fill out forms)

Follow course of instruction outlined in training workshop

Notify student(s) and reading center coordinator prior to any necessary absence

Attend at least one inservice training every six months

Adequately prepare for each lesson

Keep records as requested, including lesson plans, attendance reports and monthly progress reports

Report all problems immediately to the reading center coordinator

Time Requirements: At least 3 hours a week (two 1½ hour sessions) actual tutoring plus approximately 3 hours a week preparation time

Training:

Tutor training workshop

Inservice workshops and tutor meetings

Qualifications:

Ability to read and write

Dependability and promptness

Willingness to learn

Ability to accept and act on constructive criticism

Willingness to accept and work with persons of various racial, social, religious and economic backgrounds

Willingness to treat student opinions, experiences and progress with respect, empathy and appropriate confidentiality

Enthusiasm

Patience and stick-to-itiveness

Sense of humor, especially the ability to laugh at your own mistakes

Sincere desire to help others

Willingness to clarify and be able to explain why you volunteered to teach someone to read and write

Willingness to risk mistakes and failures

Benefits:

New friends

New skills and knowledge

"On-the-job" training in adult education, reading instruction and counseling

Written work performance evaluations and letters of reference provided on request

Satisfaction of being directly involved in a worthwhile neighborhood project

One year's free membership in Laubach Literacy Action ($5 value) when Laubach Literacy materials are the core curriculum

Job Description for

READING STUDENT

Type of Work: Learning basic reading, writing and math skills, through one-to-one and/or small group instruction.

Place of Work: In neighborhood learning centers such as libraries, churches, community centers.

Immediate Supervisor: Volunteer Reading Aide

Duties and Responsibilities:

Attend an orientation session (information, interviews, testing and placement)

Attend class regularly, participate fully and do all homework assignments

Help your teachers to help you (i.e. explain what you need to read, tell them when you don't understand them)

Try to volunteer at least once a month around the center (i.e. help set up tables, tell new students and tutors about the center)

Call your teacher and the reading center coordinator if you can't come for a lesson. You must call before the lesson, please.

Attend at least one student meeting or special program every six months.

Report all problems immediately to the reading center coordinator.

Time Requirements: At least 2 lessons a week. (Lessons are 1½ hours long.)

Length of Commitment: At least 6 months or 50 hours of actual lessons.

Training:

Orientation session

Special programs for students

Qualifications:

Desire to improve reading and writing skills

Qualifications: (continued)

Willingness to work hard

Willingness to learn

Ability to accept and act on constructive critisism

Willingness to accept and work with persons of different racial, social, religious and economic backgrounds

Willingness to treat your teacher's opinions, experiences and abilities with respect, empathy and patience

Sincere desire to help others

Willingness to consider helping others learn to read and write

Benefits:

New friends

New reading and writing skills

Ability to be more responsible for yourself and your loved ones

Joy and satisfaction of reading and writing what you want, when you want

Opportunity to learn skills that can help you on the job

Opportunity to receive a letter of recommendation regarding your progress, attendance, work habits, ability to get along with others

Satisfaction of being directly involved 9n a worthwhile neighborhood project

VOLUNTEER READING AIDE AGREEMENT

I agree to:

1. Tutor at least three hours a week for at least 6 months or 100 hours.
2. Prepare adequately for each lesson.
3. Tell the student(s) in advance if I must miss a lesson.
4. Notify the reading center coordinator in advance if I must miss a lesson.
5. Attend at least one inservice training every six months.
6. Keep records as requested, including lesson plans and attendance reports and monthly progress reports.
7. Notify the reading center coordinator at least 15 days in advance of terminating tutoring services.

I understand that:

1. The reading center coordinator will re-assign my students to another tutor if I have failed 3 or more times to notify them in advance of lessons I had to miss.

2. I may request a re-assignment of student(s) if things don't work out with the original match(es).

Date: _____ Volunteer Reading Aide: _____
(signature)

Name of Center: _____

Center Coordinator: _____
(signature)

This agreement was renewed on _____ for _____ months.

This agreement was renewed again on _____ for _____ months.

This agreement was renewed again on _____ for _____ months.

READING STUDENT AGREEMENT

I agree to:

1. Come to at least 2 lessons a week, for at least 6 months or 100 hours.
2. Do the homework assignments.
3. Tell the teacher in advance if I must miss a lesson.
4. Tell the reading center coordinator in advance if I must miss a lesson.
5. Come to at least one student meeting or special meeting every six months.
6. If I want to stop lessons, I must tell the reading center coordinator so at least 15 days before I stop.

I understand that:

1. The reading center coordinator will re-assign my teacher to another student if I miss 3 or more lessons without calling in advance.
2. I can ask for another teacher if things don't work out with the one I have.

Date:_____ Student:_____

Name of Center:_____

Center Coordinator: _____
(signature)

This agreement was renewed on _____ for _____ months.

This agreement was renewed on _____ for _____ months.

This agreement was renewed on _____ for _____ months.

DICTIONARIES

im·i·tate (im′ə tāt), *v.* **1.** to copy the way someone looks, acts, sounds, etc. [Children often try to *imitate* the people they respect. Some birds can *imitate* human speech.] **2.** to act like in fun; mimic [The comedian *imitated* famous movie stars.] **3.** to look like; resemble [Rhinestones are glass cut to *imitate* diamonds.] —**im′i·tat·ed,** *p.t. & p.p.;* **im′i·tat·ing,** *pr.p.* —**im′i·ta·tor,** *n.*

HOW TO USE DICTIONARIES

A dictionary is a book of words.
A dictionary can teach 4 things about words:

1. how to say a word
2. how to spell a word
3. how to use a word in a sentence
4. what a word means

A dictionary is a good book to have.
It can help you with your writing.
It can help you to use words correctly.
It can help you to spell words correctly.

If you spell words correctly, it's easier for people to know what you mean.

If you use words correctly, you can say many things in your writing.

Look at the first few pages of your dictionary.
Look for the part that tells you how to use the dictionary.
Look for the pronunciation guide.
Read these pages very carefully.
Then you will know how to look up words in your dictionary.

How Words are Listed

The dictionary lists words in alphabetical order.
The dictionary lists words that begin with a first.
Words that begin with b are next.
Words that begin with z are last.

Look at these letters.
This is the alphabet.
The letters are in alphabetical order:

a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z

Look at these 3 groups of words.
The words in each group are listed in alphabetical order.

apple	girl	snake
bird	hand	tent
cup	in	up
dish	jumping	valley

Look at these 3 groups of words.
These words are grouped in alphabetical order, too:

bird	apple	apple
girl	egg	girl
hand	in	kicking
leg	olive	zipper

Where Words are Listed

Words that begin with a, b, c, d, e, f, g, and h are at the beginning of your dictionary.
Words that begin with i, j, k, l, m, n, o, p, and r are in the middle of your dictionary.
Words that begin with s, t, u, v, w, x, y, and z are at the end of your dictionary.

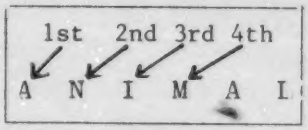
Look in your dictionary for words that begin with w.
Look for words that begin with d.
Words that begin with w are at the end of the dictionary.
Why?
Words that begin with d are at the beginning.
Why?

When Words Begin the Same

1st = first
2nd = second
3rd = third
4th = fourth

Many words begin with the same letter.
Look at your dictionary.
Look at the words that begin with a.
Look for the word "abacus."
How many words come before "abacus"?

Now look at the second letter in the words that begin with a.
The second letters are in alphabetical order, too.
The third letters are in alphabetical order.
The fourth letters are in alphabetical order.
And so on.



Study these groups of words.
Look carefully at the underlined letters.
Each group is in alphabetical order.
The underlined letters show that each group is in alphabetical order:

apple	address	and	dictate
bird	and	animal	dictionary
cup	ax	annex	

Words at the Top of the Page

address apple

address ample
admit an
air and
am animal
amber apple

sample page

Look in your dictionary again.
Look at the second page of a words.

Look at the 2 words at the top of the page.
The 2 words are a guide to the page.
The left top word is the first word on the page.
The other top word is the last word on the page.
The words are in alphabetical order.

Look at the sample page.
Look at the 2 words at the top of the page.
(The 2 words are "address" and "apple".)

"Address" is the first word on the page.
"Apple" is the last word on the page.

Is the word "and" on this page?
Why or why not?

Is the word "at" on this page?
Why or why not?

How to Study a Word

Look up the word "bird" in your dictionary.
The dictionary tells 4 things about the word "bird":

1. The dictionary tells you how to say the word.
   Look at the pronunciation guide at the front of your dictionary.
   Then look at "bird".
   What sounds are in the word?
   How do you say the word?

2. The dictionary tells how to use "bird" in a sentence.

3. The dictionary tells how to spell the word.
   Copy the word from the dictionary very carefully.
   Carefully copy every letter.
   You spell "bird" with 4 letters: b, i, r, d.

4. The dictionary tells what the word "bird" means:
   A bird is an animal.
   A bird has 2 legs and 2 wings.
   A bird has feathers.
   A bird lays eggs.

Use your dictionary.
It will teach you many words.
It will help you to write and spell well.

Some Words to Study

alphabet	diction	under
alphabetical	dictionary	underline
	dictionaries	understand
because	how	use
before	now	where
begin	pronounce	why
beginning	pronunciation	

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CHECKLIST OF BASIC PHONICS ELEMENTS

phonetic - pertaining to, derived from, according to, or based on sound or sounds

consonant sound - a speech sound characterized by constriction or closure of the air passage

consonant letters - b c d f g h j k l m n
p q r s t v w x y z

Most consonant letters have one sound. Exceptions include:

c which sounds like k or s

g which sometimes sounds like j

s which sometimes sounds like sh

x which sometimes sounds like z

voiced consonant - a consonant pronounced with a vibration of the vocal cords.

unvoiced consonant - a consonant pronounced without a vibration of the vocal cords.

voiced and unvoiced consonant pairs - two consonants which are pronounced almost identically except for the use of the vocal cords in one and no use of the vocal cords in the other. (The lips, teeth and tongue positions are the same for each sound in the pair.)

voiced	unvoiced
b	p
d	t
g	k
v	f
z	s
w	wh
th (this)	th (thistle)
zh (usual)	sh

vowel sounds - speech sounds produced by vibration of the vocal cords with unconstricted passage of air (the mouth open)

vowel letters - a e i o u
y is a vowel when it comes in the middle or at the end of a word.

Vowel letters each have two major sounds: a short vowel sound and a long vowel sound. Vowel letters also have varying numbers of other sounds, depending on the letter.

letter	example of short vowel sound	example of long vowel sound
a	fat	fate
e	fed	feed
i	fit	fight
o	hot	hope
u	up	June
y	cyst	cycle

digraph - two letters representing one spoken sound (The sound contains neither of the sounds the letters have individually):

sh ch th wh ng

diphthong - two vowel sounds joined in one syllable to make one sound:

ou	ow	au
oi	oy	aw

consonant blends - twp pr ,pre cpmspmamts. tje spimds of which blend together (based on sounds the consonants have individually):

pl	pr	sp	spl
cl	cr	st	spr
bl	fr	sc	str
fl	br	sk	ngth
gl	gr	sm	dth
sl	tri	sw	dat
	dr	sn	
		tw	

"Duet" Reading
(also called the neurological impress method)

PURPOSE: To help your student read faster, with more confidence, and to begin to discover that reading is fun.

TO BE USED WITH: Students who have some reading ability but who are reading hesitantly, word for word, or with no expression.

IT WORKS! A California study showed an average gain of 2.2 grade levels among students with severe reading handicaps who had received 7½ hours of instruction in this method over a 6-week period. The method has also been used with students who have a stuttering problem.

Description of Method

CHOOSE SOMETHING THAT's A LITTLE "TOO HARD" FOR THE STUDENT: Help the student select something to read that is about 2 grade levels above the student's reading ability. The material should be on a topic of interest to the student. The material may be a book, newspaper article, pamphlets, brochures or a magazine article.

BEGIN READING TOGETHER: The tutor and student begin to read the book aloud together. The tutor reads at a normal speed, trying to use expression and following punctuation. The student reads along, trying to keep up with the tutor.

USE YOUR FINGER: The tutor must move his/her finger beneath the lines being read. This helps the student keep up, and acquire practice in reading from left to right, and in bringing his eye back to the beginning of each new line without losing his place.

KEEP GOING: The tutor should continue to read at a normal rate even if the student hesitates over a word or falls slightly behind. After a few sessions using this method, it will become easier for the student to keep up. It will be a challenge, and he will begin to look ahead at coming words to keep from falling behind.
If the student stops completely, the tutor should also stop, give both a chance to rest, offer the student encouragement and begin again. Try spending ten minutes at the end of each tutoring session using this method.

NO QUESTIONS:

Do not stop to explain the meaning of a word unless the student requests it. Do not ask any questions to see if the student understood the story. The material is to be used ONLY as an oral reading exercise.

IS THE MATERIAL TOO HARD OR TOO EASY?

If the student keeps up with little effort, the tutor should use more difficult material, so that it will be a challenge. If the student has a great deal of difficulty in keeping up, recognizes few words, and is becoming very frustrated, the tutor should use easier material.

PLEASE KEEP IN MIND:

Do not ask the student to read aloud from the material by himself. Since it is above his reading level, it may be a frustrating experience.

Occasionally the tutor may wish to spend a few minutes reading aloud to the student. This should be from a book of interest to the student; it can be several levels above his reading level.

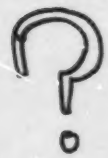
Many adult new readers were never read to as children, so this can be a valuable experience in helping them in several ways. It can motivate them to practive reading on their own. It can give the tutor an opportunity to share some of her or his own "childhood favorites" with the student. It can introduce stories that parents can orally tell their children.

How to Improve Understanding with the SQ3R Method

To the student:

The SQ3R Method will help you improve understanding. Practice the SQ3R Method with your tutor. It can help you to concentrate on what you read and remember it better. There are 5 steps in the SQ3R method.

1. Survey
   Read the chapter title.
   Read the headings.
   Read the pictures and charts.
   As you read, ask: "What is this chapter about?"
   Read quickly. Do this survey in about one minute.



2. Question
   Read the first heading again.
   Turn it into a question.

3. Read
   Read to find the answer to the question.
   Read to the end of the first headed section.
   Read carefully for the answer.
   Write down a few words to help you remembe. the answer.

4. Recite
   Look up from the book.
   Say the answer to your question.
   Say the answer in your own words.
   If you cannot say the answer, read the first section again.

5. Review

   Look at your notes. Read them quickly.

   Look up from your notes. Recite what your notes said.

   Look at your notes again. Did you remember the answers?

For more information regarding the SQ3R Method see Effective Reading by Francis P. Robinson, Harper & Row Publishers, NY

Homonym Sentences

by Dan Smythe, Learning Center Coordinator
The Center for Literacy, Philadelphia, PA

Add the correct word for each sentence:

1.	I want you to come over _____.	hear here
2.	The _____ was in the woods.	dear deer
3.	The _____works in the hotel.	made maid
4.	I had on a _____black dress.	plane plain
5.	The farmer had a _____of hay.	bale bail
6.	Throwing out food is a _____.	waste waist
7.	I ordered a well done _____.	steak stake
8.	Please _____this letter.	mail male
9.	He bought a _____ coat.	knew new
10.	We use a _____ when it snows.	slay sleigh
11.	I am pleased to _____ you.	meet mete meat
12.	I _____ the book in two days.	read red
13.	We stayed overnight at a small _____	in inn
14.	Please _____ me a glass of milk.	poor pore pour
15.	On the vacant _____they will build a store.	sight cite site

16. I put _____ apples in the box.

for
four
fore

17. Put the vegetables in the _____.

been
bin

18. She was a _____for sore eyes.

cite
sight
site

19. Don't _____ wait up for me.

weight
wait

20. The coat was on _____ for $ 55.00

sail
sale

21. They would only hire a _____for the job.

mail
male

22. All sentences begin with a _____letter.

capitol
capital

23. The baby let out a _____ of protest.

whale
wail
wale

24. The belt would not go around his _____.

waste
waist

25. The _____ was not very tender.

mete
meet
meat

26. I was _____the first time.

rite
right
write

27. I went _____ the store.

too
two
to

28. The car was parked _____ the river.

buy
by

29. The _____ of the United States is Washington, D.C.

capital
capitol

30. Eat your curds and _____.

way
whey

31. Jake had to _____ out the leaking boat.

bale
bail

32.	I _____ you were going to the shore.	new knew gnu
33.	The family was very _____.	pore pour poor
34.	The storm lasted _____two hours.	fore four for
35.	Where have you _____all day?	bin been
36.	I am going to _____my hair.	die dye
37.	In the early morning there is _____ on the grass.	do dew
38.	I found a big _____ in my sock.	whole hole
39.	Please _____the package in red paper.	rap wrap
40.	Let the car engine _____.	idle idol

SELECTED BIBLIOGRAPHY

Adult Literacy: Study of Community Based Literacy Programs. Washington, D.C: Association for Community Based Education. 1983.

An excellent report, undertaken by ACBE, financed by B. Dalton Bookseller. This kindly written report raises some hard questions which all community literacy programs should tackle. For instance, the more successful programs focus strongly on economic and social self-sufficiency and individual and community empowerment, use learner-centered, participatory methodologies and place a high priority on meeting learners own objectives and needs. Includes an abstract of 24 programs. Every literacy program director should read this, discuss it with staff, board, instructors and learners.

Armstrong, William H. Word Power in 5 Easy Lessons. Woodbury, N.Y.: Barron's Educational Series, Inc. 1969.

In a workbook format, this book stresses grammar, punctuation, sentence structure, spelling, penmanship, how to use a dictionary. Lots of quizzes, units have a considerable range of difficulty. Tutors could get many ideas from this book regarding how to develop vocabulary building exercises.

Ashton-Warner, Sylvia. Teacher. New York, NY: Simon & Schuster, 1963.

This is a classic which all persons attempting to teach either children or adults should read. It describes an amazing teacher's experiences as she worked with five-year-old Maori and white children in a New Zealand school. Worth re-reading!

Back to School-And Back to Basics. U.S. News and World Report, Sept. 19, 1983, pp 50-52.

Barasovska, Joan. I Wish I Could Write. 1978, New Readers Press, Syracuse, N.Y.

An inexpensive, common sense, well-written book for teachers of adult beginning readers. Every teacher should have one. Many examples of student writing included. Guided lesson plans included. You'll enjoy this one!

Basic Skills in the U.S. Work Force. Center for Public Resources. 1982.

This over-priced but important report contrasts the perceptions of business, labor and public education regarding what basic skills are required by persons in the work force in the 1980s. Interesting discussion of basic skills, competencies, the need to include speaking and listening, some science along with the "four Rs" of reading, writing, reasoning and arithmetic.

Bataille, Leon, ed. A Turning Point for Literacy: Adult Education for Development - The Spirit and Declaration of Persepolis. Toronto: Pergamon Press of Canada Ltd., 1976.

Benner, Patricia Ann. Troubleshooter 1. 1979, Houghton Mifflin Co., Boston, MA.

Pretests, exercises, review tests built around common spelling rules. Designed for beginning and remedial adult students. Rules, exercises can be adapted to beginning readers' needs.

Bernhardt, Bill. Just Writing 1977: Teachers & Writers, N.Y.

A good discussion of what writing is, why it is difficult for most people. Suggests exercises to "free up" reluctant writers. (practice in observation, talking to oneself, timed writing, to name a few).

Brownstein, Samuel C. and Weiner, Mitchel. Basic Word List. Woodbury, N.Y. and London. Toronto: Barron's Educational Series, Inc., 1977.

This pocket-sized study guide is an abbreviated version of Vocabulary Builder. At first glance it appears too difficult for use with adult new readers. But who says a person must be able to read the words and definitions before he or she is able to increase one's vocabulary? Contains lists of varying difficulty, good etymological groupings.

Buckingham, Melissa Forinash. Reader Development Bibliography. Syracuse, N.Y.: New Readers Press. 1982.

Every serious literacy program should have this annotated, graded list of materials for adults who read on or below a grade eight reading level. Although written specifically for use in Philadelphia, the bibliography available focussing on the needs of adult poor readers and nonreaders. Includes a good section on how to choose low reading materials for adults.

Burt, Marina K. and Kiparsky, Carol. The Gooficon. 1972, Newbury House Publishers, Inc. Rowley, MA.

Subtitled "a repair manual for English", this concise teacher's reference looks at the most common writing errors made by students learning English as a new language. Includes suggestions for choosing and correcting errors, plus how to explain the errors. A bit expensive, but a good book for teachers of intermediate ESOL students.

Canadian Association for Adult Education and L'Institut Canadien D'Education des Adultes. From the Adult's Point of View. Toronto, Ontario: Canadian Association for Adult Education, 1982.

Canzano, Phyllis Marrell and Canzano, Dorothea Marrell. A Practical Guide to Multi-level Modular ESL. Portland, Oregon: English Language Services, 1974.

Including an ESL (English as a Second Language) resource in a handbook on basic literacy is no mistake. Many adult poor readers can benefit from the types of grammar and vocabulary drills and comprehension exercises which are effective with ESL students. The chapters on spelling and handwriting, grammar, reading and listening offer excellent ideas for tutors of basic literacy students.

Center for Public Resources. Basic Skills in the U.S. Work Force. New York: Center for Public Resources, 1982.

Clanfield, Mary and Hannan, Cecil. Teach Spelling by All Means. 1961, Fearon-Pitman Publishers, Inc., Belmont,CA.

A compact guide to spelling which includes rules, meanings of prefixes and suffixes, dictation, proofreading, spelling lists. A good reference for teachers.

Decker, Howard F. Newspaper Workshop: Understanding Your Newspaper, New York: Globe Book Co., Inc., 1978.

Eberle, Anne and Robinson, Sandra. The Adult Illiterate Speaks Out: Personal Perspectives on Learning to Read and Write. Vermont Adult Basic Education Program, 1980.

Lengthy quotes from illiterates and adult new readers are the crux of this document. Drawn from conversations and interviews, the quotes are thoughtfully grouped together by theme. Don't miss the

excellent foreword and preface. The chapter on the process of becoming literate has tremendous implications for adult literacy programs.

Freire, Paulo. Pedagogy of the Oppressed. New York, NY: Continuum Publishing Corporation, 1970.

Gordon, Charlotte. How to Find What You Want in the Library. Woodbury, NY: Barron's, 1978.

This paperback introduction to the subject includes 30 pages of general information about library use, followed by 70 pages describing reference books. The final brief chapter explains term paper preparation. This book is written as a textbook, with questions following each section. Answers are appended.

Gudschinsky, Sarah C. A Manual of Literacy for Preliterate Peoples. Ukarumpa, Papue New Guinea: the Summer Institute of Linguistics, Inc., 1973.

Although the book is intended for those who are working among preliterate peoples, it provides many insights to literacy workers the world over. Discusses the preparation of primers and reading materials, suggestions for teaching, training instructors, setting up pilot classes and evaluating. Explains the "focused-syllable" approach to teaching reading, an analytic method as opposed to synthetic.

Hargraves, David. Adult Literacy and Broadcasting. New York: Nichols Publishing Company, 1980.

This is a well-written, carefully documented report to the Ford Foundation about the British Broadcasting Company's participation in Britain's Adult Literacy Campaign (a national campaign aimed at two million adults with poor literacy skills.) Contains excellent sections on the use of television and radio for literacy instruction and public awareness, how the materials were actually developed. Includes many actual examples of teaching materials, report forms, and so on.

Huffman, Gail M. & Terilyn C. Turner. "You Can Read", published in The Charlotte News in cooperation with Literacy Action of Charlotte, NC, 1981.

Hull, Marion A. Phonics for the Teacher of Reading. Columbus, Ohio: Charles E. Merrill Publishing Company, 1969.

This self-instruction book is designed for teachers of children but is very good for tutors who feel shaky

about phonics. Reviews common terms, consonants, vowels, phonemes, syllabication and accent, phonics generalizations.

Hunter, Carmen St. John and Harman, David. Adult Illiteracy in the United States. New York, NY: McGraw-Hill Book Company, 1979.

An in-depth, carefully written report produced for the Ford Foundation. Discusses who the poor readers are, how society is/is not attempting to help them, strengths and weaknesses of current efforts. Excellent recommendations which generally have been ignored by ABE practitioners but which warrant re-examination. This should be a must book for all literacy trainers, program leaders. Contains a 50-page annotated bibliography.

Illiteracy in America. A Special Issue of Harvard Educational Review. May, 1970.

An important study document, this issue contains pieces by such adult literacy notables and renowned educators as Friere, Harman, Chomsky, Postman, Torrey, O'Neil, Gattegno, Martinez, Frank and Robert Laubach, Chall, Isaac and Jones.

International Council for Adult Education. The World of Literacy: Policy Research and Action. Ottawa: International Development Research Centre, 1979.

Jupp, T.C. and Milne, John. Guided Paragraph Writing: 1972, Heinemann Educational Books, London.

For each of 18 subjects students have oral practice (controlled question and answer sequences); written exercises; reading a sample paragraph; altering, then re-writing the paragraph; vocabulary study and student's own paragraph. Excellent ideas.

Katz, William. Your Library: A Reference Guide. New York: Holt, Rinehart, and Winston, 1979.

The first 80 pages of this book provide an excellent, thorough guide to library use. The rest of the book explains how to use reference books on many subjects. Although automated and microfiche catalogs are not described, most of the information Katz includes about card catalogs is applicable to newer formats.

Kennedy, Katherine and Roeder, Stephanie. Using Language Experience with Adults: A Guide for Teachers. 1977, New Readers Press, Syracuse, NY.

Besides explaining the uses and advantages of language experience stories, the authors give practical hints for teaching dictation, transcription, directed writing and free writing. Good examples of student writing throughout. The ideas can be used with even beginning students.

Kohl, Herbert. Reading How To: A People's Guide to Alternative Methods of Learning and Testing. New York, NY: Dutton, 1973.

Larned, Phyllis. Reading A Newspaper, Hayward, California: James Publishing Co., 1978.

Lawson, V. K. Thinking is a Basic Skill. Syracuse, NY: Literacy Volunteers of America Inc., 1981.

This "process handbook" grew out of an LVA project in creating humanities materials for the new reader. The chapter which discusses the need for humanities materials for adult new readers is especially interesting and thought-provoking.

Mathis, Sandy, edit. Newspapers in Education, The Charlotte Observer, The Charlotte News, Charlotte, NC, 1978.

Oxenham, John. Literacy: Writing, Reading and Social Organization. London: Routledge and Kegan Paul Ltd., 1980.

Pei, Mario A. and Gaynor, Frank. A Dictionary of Linguistics. New York, NY: Philosophical Library, 1954.

Includes traditional grammatical and linguistic terms: brief descriptions of the major languages and dialects of the world.

Ringstad, Muriel. Be Informed on Using the Library. Syracuse, NY: New Readers Press, 1970.

A pamphlet for adult students who read at or above the 6th grade level, this publication provides a general introduction to library resources. Exercises are included.

Sheeler, W. D. and Markley, R.W. Words, Words, Words: a Guide to Formation and Usage. New York, NY: Regents Publishing Company, 1981.

Designed for ESL (English as a Second Language) students, this two-book series is an excellent handbook to which basic literacy tutors and teachers can refer. Short exercises and good graphics throughout. Sections deal with parts of speech, words with affixes, synonyms, antonyms, homonyms, compound words, categorizing by meanings, idioms, dictionary usage, etymologies.

Smith, Frank. Reading Without Nonsense. New York, NY: Teachers College Press, 1979.

Discusses reading, objects to the theory that reading is simply a matter of "sounding out" words; insists that meaning has to be brought to the written language.

Smith, Frank. Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read. Holt, Rinehart and Winston of Canada Ltd., 1978.

Examines the linguistic, psychological and physiological aspects of reading; deals with the act of reading and the factors involved in learning to read.

Spelling. 1971, Cambridge Book Company, NY

Tips for improving spelling, lots of exercises, skills tests. A good reference for teachers.

Standiford, Sally N., Jaycox, Kathleen and Auten, Anne. Computers in the English Classroom. Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills and National Institute of Education. 1983.

This very brief report will be of interest to those who lack experience with or knowledge of computers. Chapters cover computer basics, instructional strategies, computer applications to the teaching of English, evaluating courseware; includes helpful references and a brief glossary.

The National Commission on Excellence in Education. A Nation At Risk: The Imperative for Educational Reform. Washington, D.C.: U.S.Government Printing Office, 1983.

Thomas, Audrey M. Adult Illiteracy in Canada. Ottawa, Ontario: Canadian Commission for UNESCO. 1983.

Don't let the title fool you. This is much more than a report on Canadian adult illiteracy, although it does an outstanding job of that. There are excellent chapters on literacy from a global perspective, including a detailed look at illiteracy in industrialized countries and in each Canadian province. This is not light reading: abounds in references and facts.

Thomas, Audrey. Canadian Adult Basic Literacy Resource Kit. Toronto, Ontario: Movement for Canadian Literacy, 1979.

Ulmer, Curtis. Teaching the Disadvantaged Adult. Georgia: Department of Education, 1969.

Written for teachers who have not previously taught adults; discusses the difference between teaching children and adults, how to teach reading, writing, math; how to evaluate students, teachers, programs; community resource ideas.

Working Together--An Approach to Functional Literacy. London, England: Adult Literacy and Basic Skills Unit, 1977.